a handful of common file formats. This report is the fruit of their investigation. It is intended to be a practical guide to assessing the risks associated with the migration of various formats and to making sound preservation decisions on the basis of that assessment. The paper starts from the premise that migration is prone to generating errors and provides practical tools to quantify the risks. It organizes migration into a sequence of discrete steps and offer assessment tools to manage each of those steps. The process is presented in a workbook that can guide digital preservation specialists in their day-to-day operations. Two case studies are also presented--one for image files and another for numeric files. Findings and Recommendations are discussed under four areas: Migration Risk Can Be Qualified; Conversion Software; Access to Format Data; and Public Access Archives of Format Information. (Contains 29 references.) (AEF)

ED 449 803   IR 057 972

Wallace, Danny P., Ed.; Van Fleet, Connie, Ed.
Library Evaluation: A Casebook and Can-Do Guide.
PUB DATE- 01
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; *Evaluation; *Evaluation Criteria; *Evaluation Methods; Library Administration; Library Planning; Library Services; Program Administration; Program Development

This book, written by a number of library professionals, familiarizes the reader with the motives for and purposes of evaluation and the major contexts and models for evaluation and provides explicit examples how evaluation projects have been and can be carried out in a variety of library contexts. The strategies in this book grew from the S:OLE (Seminar: Ohio Library Evaluation) project, recently carried out at Kent State University. Organized into six major sections, the book revolves around the 11 case studies that are introduced by overviews of broader concepts and function areas. Chapter 1 gives a summary of the need for evaluation and the process required to make evaluation an important part of library management, administration, and operation. Chapter 2 deals with evaluation in the context of organizational effectiveness, beginning with an overview of the nature of and models for understanding organizational effectiveness. The next three chapters focus in turn on the evaluation of reference materials, collections, and digital resources. The book closes with a summary of the nature of evaluation that ties into its conceptual origins and contexts. Case studies are: "Implementing Total Quality Management"; "Conducting Focus Groups"; "Gathering and Presenting Comparative Data"; "Measuring Library Services"; "Using the Wisconsin-Ohio Reference Evaluation Program"; "Assessing Reference Behaviors with Unobtrusive Testing"; "Using Qualitative Criteria To Evaluate Reference Resources"; "Identifying Library Policy Issues with List Checking"; "Conducting a Citation Analysis"; "Developing Search Engine Evaluation Criteria"; and "Creating Accessibility Guidelines for Web Page Developers." There are two appendices located at different points in the text: "Measuring Library Services 1998: A Joint Project of the State

ED 449 821   IR 058 065

Salmon, Laura E.
The Modern Public Library and Melvil Dewey: What He Changed, What We've Changed, and What Hasn't Changed.
PUB DATE- 00
NOTE- 35p.; Master of Library Science Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Cataloging; *Classification; *Dewey Decimal Classification; Information Science; Library Development; *Library Science: Library Services; Library Technical Processes; *Public Libraries

The purpose of this study was to evaluate the impact of Melvil Dewey's work in the American public library, both in Dewey's day and today. Using the writings of Melvil Dewey, as well as writings about him, this study examined what changes Dewey made and influenced as they specifically related to services provided to library users. This included studying Dewey's role in the organization of the library materials using the Dewey Decimal Classification System, the development of cooperative cataloging, and the creation and implementation of services to library users. The study focused on the impact of several theories that were the driving force behind Dewey's work in the library field. These theories contained several components, including the need for an organized library and the role of the library as a companion to public schools in the education of the common man. Dewey's work also focused on the need for the library to provide information to the user efficiently and with careful expenditure of the library's resources, both human and financial. (Contains 30 references.) (AEF)

ED 449 822   IR 058 066

Sasala, Kathleen M.
Reference Service in Law Libraries.
PUB DATE- 00
NOTE- 47p.; Master of Library Science Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Libraries; Higher Education; Information Services; *Law Libraries; Librarians; Library Research; Library Services; *Reference Services; Research Libraries; Special Libraries

Ten law librarians, at one private and three academic law libraries, were studied to ascertain what types of reference services they provide to their patrons. The current model employed in public libraries today was used as the baseline against which to measure these legal reference services. This model employs five traditional categories of: directional questions, bibliographic verification, ready reference questions, true reference questions, and research assistance. When asked the open-ended question of what types of reference service they provide, all of the librarians could fit their services into one or two of the traditional classifications. Although there are gray areas between such services as ready reference and true reference, and true reference and research assistance, the five categories explain the bulk of the to transfer into a specific program of study. It is vital that the program of study is reviewed periodically and revisions made where appropriate. The chairman of the Articulation Committee for Chief Academic Officers and for the Academic Deans Association shall maintain contact on a continual basis as needed and shall meet during the first week of May each year to carry out a comprehensive review of this document. (JA)

ED 449 842 JC 010 157

Policy and Procedures Manual. Revised.
PUB DATE- 99
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrative Policy; *Community Colleges; Employees; Employer Employee Relationship; Personnel; *Personnel Policy; *State Boards of Education; Two Year Colleges
IDENTIFIERS- *Mississippi

The Mississippi State Board for Community and Junior College Policy and Procedures Manual has been established by the State Board to govern its actions and activities and those of the staff. It describes polices and procedures regarding board operations, staff employment, staff workplace, employee performance/grievance procedure, staff positions, leaves and absences, employment benefits, business management, and programs. The following are some of the specific issues addressed in the manual: the personnel of the Board provide administrative support to the Board as it seeks to carry out its mission and functions, and all staff serve as non-state service employees. Although employees support the Board, the Executive Director, who is hired by the Board, will select, hire, terminate, assign, reassign, and supervise the staff. The Executive Director shall inform the Board of changes in personnel assignments or employment. Compensatory leave shall be awarded to professional staff of the Board at an accrual rate equal to the amount of time worked. No compensatory leave will be awarded unless prior approval of the Executive Director is obtained. Employees are covered by the Mississippi Public employees Retirement System and are required to comply with the provisions of the law establishing the system. Optional benefits are available at the employee's expense. (JA)

ED 449 843 JC 010 158

Cartnal, Ryan
Student Characteristics and Enrollment Trends, Fall 2000.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Attendance; College Students; Community Colleges; *Enrollment Trends; *School Demography; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *Cuesta College CA

Cuesta College's (California) Five-year Student Characteristics and Enrollment Trends (1996-2000) report provides tables and figures that show student demography and enrollment status.

industry is expected to grow the fastest of ten listed industries with a projected rate of 7.2%, continuing the trend of previous years. The Greater Toronto Area is leading Ontario's growth fueled by some of the fastest growing industries such as finance, insurance, real estate and construction. They are projected to remain strong in 2000. Colleges continue to tailor their program offerings to address growth areas in the economy and provide graduates with the necessary skills. The 1998 budget announced the Access to Opportunities Program to boost the number of graduates in high-demand fields of engineering and computer science. Overall, full time postsecondary enrollment in Ontario colleges remained relatively similar between 1998-99 and 1999-2000, rising by less than 1% from 138,820 to 139,466 students. Contains figures and charts. (JA)

ED 449 863 JC 010 182

State Funding for Community Colleges: A 50-State Survey.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Educational Finance; *Financial Support; Government School Relationship; School Administration; State Aid; *State Government; *State Schools; Two Year Colleges

This report discusses the findings of a survey of community college and higher education systems leaders on the subject of community college funding. Survey respondents were asked to explain their states' processes and how funds are allocated to individual colleges. Twenty-nine states reported that they use a funding formula to determine appropriations. Twenty-four states reported a single consolidated appropriation for all community colleges. There has been a significant shift in the breakdown of general operating funds for community colleges over the past several decades, with an increase in the percentage of support coming from the state, and a far greater reliance on student tuition and fee revenue. Nevertheless, significant variations exist across the country. For example, Vermont's community college system collects only 14% of its operating funds from the state, compared with North Carolina's system, which collects 75%. Survey respondents also were asked to report the average expenditure for each annualized student FTE (defined as the total education and general budget divided by the total number of FTEs) in each of the higher education sectors. An increase in the numbers of students requiring remediation and the growing emphasis on dual/concurrent enrollment of high school students adds to community colleges' need for additional resources. Contains 30 tables and charts. (JA)

ED 449 864 JC 010 184

Patton, Madeline
State-by-State Profile of Community Colleges, 2001.
PUB DATE- 01
NOTE- 120p.; Research conducted by Kent A. Phillippe and Christopher Shults.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

birthweight infants; (2) infant mortality; (3) births to teens; (4) child abuse and neglect; (5) child death; (6) child poverty; (7) high school dropouts; and (8) juvenile violent crime arrests. Statewide findings, presented in the report's overview, indicate that half of the eight benchmarks (low birthweight infants, child abuse and neglect, child poverty, and juvenile violent crime arrests) continue to worsen compared to data from a decade ago. Low birthweight infants and child poverty worsened further, and child abuse and neglect and juvenile violent crime arrests showed slight improvement during the most recent year. The other four benchmarks (infant mortality, births to teens, child death, and high school dropouts) continued to improve over the comparable decade-old data and maintained their slow improvement during the most recent year. Current statewide and county data for each of the benchmarks are presented in a separate chapter. Each benchmark is defined, state and county trends are presented, and racial differences are noted if present. The bulk of the report is comprised of county profiles, in which data for each of the indicators are presented graphically. Tables of county data for each indicator, methodology and sources, and a directory of Kids Count Leaders are appended. (SD)

ED 449 883 PS 029 162

Peisner-Feinberg, Ellen. S.; Burchinal, Margaret R.; Clifford, Richard M.; Yazejian, Noreen; Culkin, Mary L.; Zelazo, Janice; Howes, Carollee; Byler, Patricia; Kagan, Sharon Lynn; Rustici, Jean
The Children of the Cost, Quality, and Outcomes Study Go to School. Technical Report.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Smith Richardson Foundation, Inc., Greensboro, NC.; Pew Charitable Trusts, Philadelphia, PA.; Grant (W.T.) Foundation, New York, NY.; A.L. Mailman Family Foundation, Inc.; David and Lucile Packard Foundation, Los Altos, CA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 77p.; Also funded by the JFM Foundation and the USWEST Foundation. Colored figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Behavior Problems; *Caregiver Child Relationship; Child Behavior; Cognitive Development; *Day Care; Day Care Centers; *Day Care Effects; Early Childhood Education; *Elementary School Students; High Risk Students; Interpersonal Competence; Longitudinal Studies; Parent Attitudes; Peer Relationship; Public Policy; Social Development; *Teacher Student Relationship; Vocabulary Development
IDENTIFIERS- *Day Care Quality

Since a substantial majority of preschoolers participate in some form of child care before coming to school, the Cost, Quality, and Child Outcomes in Child Care Centers Study (CQO) was designed to examine the influence of typical center-based child care on children's development during their preschool years and as they move into formal elementary education. This report details the results through the end of second grade. Chapter 1 of the report describes the conceptual framework and methods. Measures are summarized related to children's receptive vocabulary, mathematics and letter-word recognition skills, behavior problems, sociability, and peer relationships; parent values and attitudes, and parent involvement; classroom/child school in the Newport News district which were designated Blue Ribbon schools by the Department of Education. The Dept. of Education's Partnerships for Family Involvement in Education is then detailed. Questions from the town meeting audience include: (1) What are benefits of involvement for businesses? (2) How is a partnership managed/scheduled? (3) What roles do faith communities play? (4) What strategies involve parents historically unable to participate? and (5) How has the Partnerships for Family Involvement initiative helped local partnerships? Reiterating that all partnerships are to serve the students and that students should be included in finding solutions, the video concludes with steps for an effective partnership: (1) establish a clear vision; (2) focus on student achievement and school improvement; (3) connect partnerships with the schools; (4) increase family involvement; and (5) make a long-term commitment. (HTH)

ED 449 903 PS 029 197

Nelsen, Jane; Erwin, Cheryl
Parents Who Love Too Much: How Good Parents Can Learn To Love More Wisely and Develop Children of Character.
PUB DATE- 00
NOTE- 336p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Child Rearing; Childhood Needs; *Children; Discipline; Guilt; Love; *Parent Child Relationship; *Parents; Personality; Self Evaluation (Individuals); Values Education
IDENTIFIERS- Character Education; Disciplinary Styles; Parent Control; Parent Overprotection; Parent Strictness; Parenting Styles; Respect

Parents often overcompensate in their relationships with their children because of their own guilt brought on by the pressures of work and other responsibilities, so that the relationship is characterized by guilt and manipulation rather than by honesty, cooperation, and respect. This book is designed to help parents discover the "kind and firm" approach to parenting. The book suggests specific actions, techniques, and attitudes that help parents give children what they need instead of what they want; learn to encourage and nurture without overindulging, overprotecting, or overcontrolling; and raise a self-reliant, respectful, and capable child. The chapters are: (1) "Is It Really Possible To Love Too Much?" (2) "What Is the Harm in Loving Too Much?" (3) "The Extremes of Loving Too Much: Permissiveness and Excessive Control"; (4) "Permissiveness: Good Intentions or by Default?" (5) "Why Now? The Reasons We Love Too Much"; (6) "Guilt: The Root of Loving Too Much"; (7) "Why Do Parents Keep Doing What Doesn't Work?" (8) "The Essential (and Uncomfortable) Process of Weaning"; (9) "Character Education at Home"; (10) "Healthy Loving: More of What Children Really Need"; (11) "Where Change Begins: Understanding Yourself as a Parent"; (12) "Personality: What's Your Priority?" (13) "The Bridge to Healthy Loving: Getting into Your Child's World"; and (14) "No More Extremes (At Least Hardly Ever): Kind and Firm Parenting in Action." (KB)

ED 449 904 PS 029 198

these "negative scripts." The chapters of the book are: (1) "The Dreams and Wishes of Parents"; (2) "Teaching and Conveying Empathy"; (3) "Communicating Effectively: To Listen, To Learn, To Influence"; (4) "Changing the Words of Parenting: Rewriting Negative Scripts"; (5) "Loving Our Children in Ways that Help Them Feel Special and Appreciated"; (6) "Accepting Our Children for Who They Are: The Foundation for Setting Realistic Goals and Expectations"; (7) "Experiencing Success: Nurturing Islands of Competence"; (8) "Learning from Mistakes"; (9) "Developing Responsibility, Compassion, and a Social Conscience"; (10) "Teaching Our Children To Make Decisions and Solve Problems"; (11) "Disciplining in Ways that Promote Self-Discipline and Self-Worth"; (12) "The Alliance between Parents and Schools"; and (13) "Hope and Courage." The book's appendix presents guideposts and principles for raising resilient children drawn from each of the chapters. Contains a list of recommended readings and 11 references. (HTH)

ED 449 922   PS 029 230

Kelly, Marilyn, Ed.
The Primary Program: Growing and Learning in the Heartland. Second Edition.
PUB DATE- 01
NOTE- 602p.; For 1993 edition, see ED 367 447.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Developmentally Appropriate Practices; *Educational Change; *Educational Objectives; *Elementary School Curriculum; Family Involvement; Integrated Curriculum; Multicultural Education; Primary Education; State Curriculum Guides
IDENTIFIERS- *Iowa; *Nebraska

This primary education curriculum guide was developed jointly by the Iowa and Nebraska Departments of Education to provide educators with a coherent framework to guide local planning for reform of educational programs for children at the kindergarten and primary level. In the belief that the field has moved beyond separate areas of service or curriculum, this second edition of the guide presents content related both to differences among learners and to emergent areas of curriculum throughout the text, reflecting the way children learn best--in an integrated and inclusive fashion. Following a preface, the first part of the guide outlines the paradigm shift underlying the guide and highlights principles of implementation and factors for consideration. The second part outlines the guiding principles and goals of the primary program in relation to children's artistic and aesthetic, social and emotional, intellectual, and physical development, as well as development of responsibility. This part also presents position statements in areas including standards, ethics, learning through play, school readiness, tracking and retention, assessment, class size, and grouping. The third part explores the learning environment and teacher as decision maker, and covers partnerships with families and communities, cultural diversity, transitions, active learning, and technology. The fourth part examines curriculum and assessment, including widely held expectations, and goals for development and learning. The guide concludes with a list of contributors, state education agencies, and reviewers. (HTH)

ED 449 923   RC 022 631

(Program/Project Descriptions) (141)
DESCRIPTORS- Alaska Natives; *Alcohol Abuse; Alcohol Education; *American Indians; Case Studies; *Community Programs; Correctional Rehabilitation; Cultural Awareness; Culturally Relevant Education; *Drug Abuse; Drug Education; *Drug Rehabilitation; Intervention; *Prevention; Program Descriptions; Tribal Government; Youth Programs
IDENTIFIERS- Department of Justice; *Tribal Jurisdiction

This report presents case studies of nine successful programs designed to reduce alcohol and substance abuse among American Indians and Alaska Natives. These case studies highlight effective solutions developed within tribal communities and combining Western and traditional approaches to build upon the strengths of the respective Indian communities. Three types of policy initiatives are reflected: efforts that control the availability of drugs and alcohol within a tribal jurisdiction; educational and treatment efforts; and efforts that reduce social and environmental risk factors for the individual and the community. The programs fall into eight categories: public policy initiative, tribal courts, corrections, community and law enforcement initiatives, youth prevention, youth intervention, adult intervention, and comprehensive programs. Each program includes services providing a link to the spiritual beliefs of the Indian person, services that are culturally reflective of the Indian community, and services that strengthen the relationship of the Indian person to his or her community. Each program description includes the problem(s) addressed, strategies used, administrative support, results, and outcomes. Also included are points for replication and a contact person. A resource section provides contact information and summaries for 46 public, nonprofit, and private agencies addressing alcohol and substance abuse in Indian communities. A bibliography contains 109 entries. (TD)

ED 449 940 RC 022 802

Harris, Elizabeth; Castillo, Paula; Van Fleet, Peggie; Laydon, Abraham J.
Cultural Considerations in Providing Chemical Dependency Treatment for Latinas in Southern California.
PUB DATE- 99
NOTE- 27p.; Presented at the Annual Meeting of the American Evaluation Association (Orlando, FL, November 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Acculturation; Alcohol Abuse; Clinics; *Cultural Relevance; Drug Addiction; *Drug Rehabilitation; Family Programs; Family Relationship; *Females; Hispanic American Culture; *Hispanic Americans; Outcomes of Treatment; Parent Education; Program Descriptions; *Residential Programs; Social Support Groups; Values
IDENTIFIERS- California (Los Angeles County); Cultural Values; *Family Therapy; *Latinas; Single Sex Programs

La Casita is a culturally relevant 6-month residential substance abuse treatment program in southeast Los Angeles County (California) for low income Latina women. Most participants are second and third generation Latinas who clearly identify themselves as being Hispanic but behave in a bicultural manner. The average La Casita resident is 30 years old and has 2.5 children. Latino values form the cornerstone of programming at La Casita, with familismo, a strong identification with and analysis on the juvenile justice system, state-mandated monitoring of juvenile disposition standards and the effectiveness and cultural relevance of rehabilitative services, and extensive diversity training for law enforcement and juvenile justice personnel. Successful community programs provide mentors to oversee alternatives to detention for African American youth, work to reinstate youth in school, and provide counseling and tutoring at drop-in centers. A multitribal organization advocates for American Indian youth in the juvenile justice system. Ongoing challenges include contributing factors in the child's environment, lack of funding, detentions due to failure to appear, lack of bilingual staff, and lack of prevention services. (SV)

ED 449 957 RC 022 825

Pilla, Thomas V.
Alaskan Natives and Other Minorities in the Special Education Programs of Four Alaskan School Districts.
SPONS. AGENCY- United States Commission on Civil Rights, Los Angeles, CA. Western Regional Office.
PUB DATE- 99
NOTE- 19p.; With assistance from Grace Hernandez and Priscilla-Lee Herring.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alaska Natives; American Indian Education; Disability Identification; Elementary Secondary Education; *Minority Groups; Parent Grievances; *School Demography; School Districts; School Personnel; *Special Education; Special Education Teachers; Student Placement
IDENTIFIERS- *Alaska; *Disproportionate Representation (Spec Educ)

This report provides information on the percentages of Native Alaskans and other minorities in the special education programs of four Alaskan school districts. It was prompted by a civil rights complaint by parents in the Juneau School District alleging that Native Alaskans were overrepresented in special education programs. The complaint was resolved in 1997 after the district undertook a number of remedial actions to ensure that Alaska Native students' cultural and linguistic background are considered throughout the special education referral, assessment, and placement process. The Alaska Advisory Committee to the U.S. Commission on Civil Rights requested information from four large school districts on the identification of students for placement in special education classes, number of students served, special education staff, and complaint procedures. The districts were Anchorage School District, Fairbanks North Star Borough School District, Juneau School District, and Nome Public School District, which together serve 57 percent of Alaska's K-12 students. Results were mixed, but special education programs in Anchorage and Fairbanks had overrepresentations of Alaska Natives and American Indians. As in the Juneau case, cultural and linguistic differences may account for some of this overrepresentation. The Committee recommends that other school districts review the efforts undertaken by the Juneau School District to address the issue. In addition, the Committee noted the lack of ethnic diversity in the special education staff of the districts studied and recommends the development of appropriate recruitment and hiring strategies. (SV)

ED 449 958 RC 022 830

curriculum. A description of the project and its specifications, equipment needs, costs and benefits of the program, and optional approaches are included. (SAH)

ED 449 978　　　　SE 064 440

Spears, Alan
Cultural Diversity and the National Parks: Working Together for Change. The National Parks Community Partners Program.
PUB DATE- 00
NOTE- 49p.; Roger DiSilvestro, Francisco Morales-Bermudez, Jim Pissot, and Miki Crespi helped to write portions of the guidebook.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Involvement; *Cultural Differences; Elementary Secondary Education; National Parks; Park Design; Science Education
IDENTIFIERS- *National Park Service

This guidebook was developed to assist in the creation of partnerships. It discusses some of the best practices and lessons learned in the program's first year, and gives novice community-based organizers a sense of how effective partnerships can be formed. The guidebook will help the more experienced organizers of National Park Service employees in five areas: (1) thinking about techniques for organizing effective coalitions of government and non-government individuals; (2) providing practical tips on where to go to find, recruit, and hire more diverse applicants; (3) creating methods to bridge cultural and bureaucratic gaps that may hinder the formation of effective alliances; (4) understanding the reciprocal nature of the relationship between the park service and the community; and (5) providing a basic format for establishing, building, and sustaining a partnership. This guidebook provides information to help assess the need for community partnerships and best practices for getting started. It also examines strategies for recruiting, fund raising, developing media relations, and promoting partnerships. Employment opportunities for park service personnel are outlined. (SAH)

ED 449 979　　　　SE 064 498

Larson, John C.
The Role of Teacher Background and Preparation in Students' Algebra Success.
PUB DATE- 00
NOTE- 18p.; Produced by the Montgomery County Public Schools, Office of Shared Accountability.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; Educational Assessment; Elementary Secondary Education; *Knowledge Base for Teaching; *Mathematics Achievement; *Mathematics Instruction; *Mathematics Teachers; Teacher Education

The percentage of high school students passing the first semester Algebra 1A final exam in January 2000 dropped precipitously from the passing rate one year earlier. That decline in final

The placements were analyzed and interviews were conducted with the teachers who acted as tutors and the employers who provided placements. The third sample contained 39 pupils randomly selected from the second sample, who were interviewed before and after going on placement. The study also reports on perceptions of gender roles, peer pressure, role of school staff, influence of parents, and fears and expectations about placement. Contains two notes and 26 references. (BT)

ED 450 002 SO 031 296

Powney, Janet
Trends in Gender and Attainment in Scotland. SCRE Spotlights 64.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Elementary Secondary Education; *Equal Education; Foreign Countries; *Gender Issues; Literature Reviews; *Outcomes of Education; *Sex Differences; Social Class; Teacher Role
IDENTIFIERS- *Scotland

Questions are repeatedly raised about equality and equity in the education system. Teachers, policymakers, and parents have an interest in monitoring educational provision and outcomes in relation to various pupil groups, one of the most obvious being gender. To identify recent trends in the relationships between gender and attainment in Scotland, the Scottish Office Education and Industry Department commissioned a review of research and statistics about pupils' attainment by the time they leave school. The period covered was 1985-1995. This report comments on three factors connected with gender differences in attainment: (1) the effects of bias in assessment and teaching; (2) influences of home and society; and (3) the interaction between class, ethnicity, and gender in achievement. Offers suggestions for teaching that take into account differences in social class, ethnicity, and gender. Contains 24 references. (BT)

ED 450 003 SO 031 297

Hall, John
Musical Instrument Instruction in Scottish Local Authorities. SCRE Spotlights 73.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Instrumentation and Orchestration; *Music Education; *Music Techniques; *Musical Instruments; National Surveys; School Surveys
IDENTIFIERS- Instrumental Learning; *Scotland

Instrument instruction provided by local authorities has contributed to musical activities in primary and secondary schools for many years. A national survey asked the following questions: How much musical instrumental instruction goes on now in Scottish schools?; Are the numbers of pupils and instructors rising or falling?; How much do the local authorities spend on these services?; and How many charge fees?

information on the East Building and on I. M. Pei's career. It then discusses the East Building in detail, with particular attention to its interior. The guide provides 11 illustrations of sketches, scale models, and interior designs for the East Building. Presents classroom activities for elementary school, middle school, and high school students. Contains 2 resources. (BT)

ED 450 025 SO 032 511

Picasso: The Early Years, 1892-1906. Teacher's Guide.
PUB DATE- 97
NOTE- 12p.; For other guides, see SO 032 504-512. Prepared by the Department of Teacher & School Programs and Produced by the Department of Education Publications, Education Division, National Gallery of Art.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; *Artists; High Schools; Middle Schools; Modernism; *Painting (Visual Arts); Surrealism; Teaching Guides
IDENTIFIERS- Cubism; National Gallery of Art DC; *Picasso (Pablo)

This teachers' guide investigates three National Gallery of Art paintings included in the exhibition "Picasso: The Early Years, 1892-1906." The guide is intended for teachers of middle school and high school students. It includes background information on Pablo Picasso's life and early career, discussion questions, and suggested activities. The Picasso paintings discussed in the guide are: "Le Gourmet" (1901), "Tragedy" (1903), and "Family of Saltimbanques" (1905). (BT)

ED 450 026 SO 032 512

Brenner, Carla
Henri Matisse: Color and Light. Teacher's Guide. School Arts: Looking/Learning.
PUB DATE- 99
NOTE- 8p.; For other guides, see SO 032 504-511.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; *Art Expression; *Artists; Color; Light; *Painting (Visual Arts); Secondary Education; Teaching Guides
IDENTIFIERS- Fauvism; *Matisse (Henri)

Henri Matisse painted "Open Window, Collioure" in the summer of 1905, when he and Andre Derain worked together in Collioure (France), a small Mediterranean fishing port near the Spanish border. This teaching guide discusses the painting "Open Window, Collioure" and Matisse's use of light and vibrant color. The guide provides information on Matisse's life and on fauvism. Includes an image of "Open Window, Collioure." Presents several classroom activities. Contains 5 resources. (BT)

ED 450 027 SO 032 513

South Dakota Fine Arts Content Standards: Dance, Music, Theater, & Visual Arts. SDICS Project.
PUB DATE- 00
NOTE- 47p.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Biographies; *Curriculum Enrichment; *Documentaries; *Educational Television; High Schools; *Interdisciplinary Approach; Middle Schools; Social Studies; Student Motivation; *Student Projects; Student Research; Teaching Guides
IDENTIFIERS- Biodata

This guide, intended for middle and high school classes, is interdisciplinary in approach and appropriate for civics, language arts, drama, social studies, science, personal development, and business courses. The material is based on and intended for use with the "Biography" television documentary series. The guide includes four lesson types. In "Working with Biography," students learn how to write a resume based on an individual featured in the "Biography" programming. "Taking a Stand with Biography" focuses on public speaking, research, and composition skills. "Character and Biography" focuses on personal development and learning about the characteristics and leadership skills of successful people. The "Civics and Biography" project seeks to link students to local community government representatives. (BT)

ED 450 048 SO 032 560

Maxwell, Louise P.; O'Connell, Libby Haight; Rosenberg, Jessica; Troster, Sara Kahn
The White House: 200th Anniversary. Save Our History TM . Teacher's Manual, Grades K-12.
PUB DATE- 00
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Buildings; Built Environment; *Curriculum Enrichment; Elementary Secondary Education; *Heritage Education; *Interdisciplinary Approach; Material Culture; *Presidents of the United States; Social Studies; Teaching Guides; *United States History
IDENTIFIERS- *White House

The 200th Anniversary of the White House provides a creative spring board for studying history through a variety of disciplines. Art, music, geography, literature, and language arts curriculum requirements can be integrated into different eras of White House history. For each grade level, this teacher's manual includes readings, discussion questions, activities, and projects designed to enrich teaching plans. The manual includes a glossary and a list of resources. It is divided into the following grade-level sections: Section One: Grades K-2; Section Two: Grades 3-5; Section Three: Grades 6-8; and Section Four: Grades 9-12. (BT)

ED 450 049 SO 032 561

Brown, Kara D.
Learning To Integrate: The Education of Russian-Speakers in Estonia, 1918-2000.
PUB DATE- 00
NOTE- 75p.; M.A. Thesis, Indiana University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)

NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Childrens Television; Computer Games; Content Analysis; Cultural Awareness; Cultural Background; Elementary Secondary Education; *Films; Knowledge Base for Teaching; Mass Media; Mass Media Effects; Mass Media Use; Media Research; Nonprint Media; *Social Studies; Teacher Education; *Television; Television Viewing; Video Games; Violence
IDENTIFIERS- ERIC Digests

Over the past 20 years there have been numerous studies and frequent warnings about violent television programs and movies arousing young people to act violently. Researchers have pointed to many hours of viewing excessive violence as a potential contributor to violent behavior by youngsters. This digest examines evidence of violence in television programs, movies, and video games; the possible impact of audio-visual media violence on the behavior of youngsters; and what educators can do about it. Suggests six instructional activities for teaching about violence in the media. Describes five relevant Web sites. (BB)

ED 450 070 SP 039 552

Massachusetts Public Fire and Safety Education Curriculum Planning Guidebook. Second Version.
PUB DATE- 99
NOTE- 271p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Education; Curriculum Development; Elementary Secondary Education; *Fire Protection; Program Development; Program Evaluation; *Safety Education
IDENTIFIERS- *Fire Safety Education; Massachusetts

This updated curriculum planning guidebook is a resource for fire educators throughout the state of Massachusetts. It is designed to be a tool in efforts to: identify fire problems in the community; select appropriate behaviors and lessons to correct the fire problems; design fire education programs; and implement and evaluate the programs. The identification section provides information for identifying behaviors that need to be addressed in the community. The selection section describes how to conduct an inventory of the community's available resources to meet fire education needs. The design section is broken down into the categories of behaviors and resource lists, and it is divided by grades (preschool through grade 6). The implementation section explains how to produce and distribute materials, train and schedule fire educators, and obtain audience participation and cooperation. The evaluation section explains how to measure the impact of the fire education program. Three appendixes present: resources (a safety category index, behavior reference number index, and reference cards); a glossary; and information on lesson plans and lesson planning. (SM)

ED 450 071 SP 039 578

DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; *College School Cooperation; Elementary Secondary Education; Higher Education; *Human Resources; Mentors; *Partnerships in Education; Preservice Teacher Education; Self Esteem
IDENTIFIERS- *Peer Support; *Teacher Socialization

This study explored the importance of the support component in induction programs to assist beginning teachers in the move through the stages of the socialization process. The study was a dimension of a larger comparative analysis of three exemplary induction programs. Exemplary programs were discovered by letters sent to leading induction researchers requesting recommendations. Program coordinators of nine of the identified programs completed interviews on program organization and demographics, program components, and program excellence criteria. Three university/school district collaborative programs were selected and visited. Mentors, beginning teachers, and administrators completed interviews. Researchers analyzed archival data and made observations. Data were analyzed using in-process worksheets, materials developed based on Bolman and Deal's Four Frames and Peters and Waterman's Characteristics of Effective Organizations. Themes were identified representing variables contributing to the success of these three programs. Of the four frames, human resources had the most variables with strong response in the data. The variable which received the strongest response in the in-process worksheets was the item regarding the personal/professional support provided through these programs. Peer support and confidence building also received very strong responses. (Contains 45 references.) (SM)

ED 450 090   SP 039 764

Our Schools in Action: An Integrated Teacher Resource, Kindergarten-Grade 6.
PUB DATE- 00
NOTE- 183p.; In partnership with Edmonton 2001 8th IAAF World Championships in Athletics, the College of Alberta School Superintendents, EPCOR, and ESSO.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Athletics; Cultural Awareness; Elementary Education; Foreign Countries; Global Approach; Interdisciplinary Approach; *International Cooperation; *Physical Education; Physical Fitness; Well Being
IDENTIFIERS- *Alberta

This document is designed to involve Alberta, Canada, students, teachers, and communities with the 8th IAAF World Championships in Athletics. It is intended to support implementation of the Alberta Programs of Study and to provide activities related to the concepts of the IAAF World Championships in athletics and school events. Student learning outcomes have been designed so that students will understand the 2001 IAAF World Championships in Athletics, including the events, the countries, and the people involved. The themes of global friendship, citizenship, wellbeing, and run, jump, and throw are integrated with student curricular outcomes. The K-6 integrated lessons provide many cross-curricular activities that have taken into consideration the four themes. The document's seven sections present: "Message From the CASS 2001 World Championships in Athletics Education Committee"; "Acknowledgements"; "Introduction" (purpose of the resource and how to use the resource); "Curriculum and Theme Grids"; "K-6 Integrated Lessons"; "IAAF

"Some New Gods that Fail" (Neil Postman); (21) "Computer Mini-School: Technology Builds Community" (Andrea R. Gooden); (22) "Engaging Students in a Knowledge Society" (Marlene Scardamalia and Carl Bereiter); and (23) "Using Technology to Support Innovative Assessment" (Karen Sheingold and John Frederiksen). (Most papers contain references.) (SM)

ED 450 110 SP 039 786

Finley, Sandra J.
Instructional Coherence: The Changing Role of the Teacher.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collegiality; *Educational Change; *Educational Improvement; Educational Policy; Educational Quality; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; Teacher Collaboration; Teacher Empowerment; *Teacher Role; Teaching (Occupation)
IDENTIFIERS- Professionalism; Teacher Knowledge

This paper shows that policymakers and researchers have changed their views about school improvement and the role of teachers in the process, suggesting that educational reform initiatives challenge classroom teachers to make sense of new policies, ideas, programs, and their own work. It examines calls for reform, highlighting: the 1957 launch of Sputnik, after which Americans questioned public school quality; the 1983 publication, A Nation at Risk, which called for school reform; the 1989 Governors' education summit, which set the stage for two important reforms; and the 1995-96 Third Annual Mathematics and Science Study, which showed that America has not yet reached its mathematics and science achievement goals. The paper notes that teachers need more help as new conceptions of reform and teacher learning become more popular. It discusses directions of change, emphasizing: a systematic approach to school reform, providing teachers with opportunities to learn, and improving the quality of teaching through teacher learning. The paper proposes that supporting teachers in their development of a stance toward their practice which emphasizes learning and learners can promote instructional coherence and improved student learning. It examines six dimensions of teachers' work: knowledge, professionalism, collaboration, instruction, agency, and authority. (Contains 44 references.) (SM)

ED 450 111 SP 039 787

Ruckel, Carol
Ensuring Quality Teachers through Alternative Certification Programs. Policy Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Alternative Teacher Certification;

ED 450 132   TM 032 322

van der Linden, Wim J.
Optimal Stratification of Item Pools in a-Stratified Computerized Adaptive Testing. Research Report.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; *Item Banks; Linear Programming; *Test Construction; Test Items
IDENTIFIERS- *Stratification

A method based on 0-1 linear programming (LP) is presented to stratify an item pool optimally for use in "alpha"-stratified adaptive testing. Because the 0-1 LP model belongs to the subclass of models with a network-flow structure, efficient solutions are possible. The method is applied to a previous item pool from the computerized adaptive testing (CAT) version of the Graduate Record Examinations Quantitative Test. The results indicate that the new method performs well in practical situations. It improves item exposure control, reduces the mean squared error in the theta estimates, and increases test reliability. (Contains 2 figures and 25 references.) (Author/SLD)

ED 450 133   TM 032 323

Klein, Stephen P.; Orlando, Maria
CUNY's Testing Program: Characteristics, Results, and Implications for Policy and Research.
PUB DATE- 00
NOTE- 60p.; This report was produced under contract to the Mayor's Task Force on the City University of New York. Additional funding was provided by The Achellis Foundation, The Bodman Foundation, The William & Flora Hewlett Foundation, The J. M. Kaplan Foundation, The John M. Olin Foundation, The David and Lucile Packard Foundation, and The Starr Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Applicants; College Freshmen; Higher Education; Identification; Reliability; *Remedial Instruction; Screening Tests; *Student Placement; Test Use; *Testing Programs; *Validity
IDENTIFIERS- *City University of New York

This report responds to a request for information about the quality of the tests the City University of New York (CUNY) uses to decide who must take remedial courses and a profile of CUNY freshmen. Roughly 65% of CUNY bachelor's degree students and nearly 90% of associate degree students are required to take remedial courses in reading, writing, or mathematics. CUNY uses three tests to determine whether an incoming freshman requires remedial instruction: (1) the Reading Assessment Test (RAT); (2) the Mathematics Assessment Test (MAT); and (3) the Writing Assessment Test (WAT). These tests are collectively referred to as the Freshman Skills Assessment Test (FSAT). Analyses revealed that the RAT and MAT had adequate score reliabilities, but this was not the case with the WAT. There was some empirical support for the construct validity of the RAT and MAT in their correlation with Scholastic Assessment Test (SAT) scores, but the three tests in the FSAT had fairly low criterion-related validity coefficients in that they did different independent variables and different variable constructs and problems that may arise from methodological flaws in some of the studies considered. Clerical errors, misinterpretation of effect sizes, and replicability issues are also concerns that need to be addressed. Missing data and the potential lack of statistical independence among effect size estimates are additional problems. The researcher is urged to take these issues into consideration when deciding whether or not to implement meta-analytic techniques. (Contains 21 references.) (SLD)

ED 450 154   TM 032 344

Blackburn, Rhonda D.
The Practical Use of Profile Analysis.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Intelligence Tests; *Profiles; Scores; *Test Interpretation
IDENTIFIERS- Minnesota Multiphasic Personality Inventory; Multidimensional Approach; *Profile Analysis Approach; Wechsler Adult Intelligence Scale; Wechsler Intelligence Scale for Children

Profile analysis refers to interpreting or analyzing the pattern of tests, subtests, or scores. The analysis may be across groups or across scores for one individual. This approach to analyzing data is being used by clinicians to help in the translation of the results of popular assessment instruments. This paper examines several examples of the use of profile analysis, including discussions of the use of profile analysis with the Wechsler Scales, the Minnesota Multiphasic Personality Inventory-2, and the technique of multidimensional analysis. Cautions in the use of profile analysis are also discussed. One such caution involves the standard error of measurement. Caution is also required when a hypothesis has been made regarding an individual's performance. (Contains 10 references.) (SLD)

ED 450 155   TM 032 345

George, Carrie A.
Evaluating Assumptions of Multivariate Normality.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Estimation (Mathematics); *Evaluation Methods; *Multivariate Analysis; *Statistical Distributions
IDENTIFIERS- *Normal Distribution; Normality Tests; *Univariate Analysis

Multivariate techniques have been implemented with greater and greater frequency. In order to use multivariate techniques

This collection of papers includes: (1) "An Assessment-Intervention Model for Research and Practice with Multicultural Populations" (Richard H. Dana); (2) "An Africentric Perspective for Clinical Research and Practice" (Edward F. Morris); (3) "Myths about the Null Hypothesis and the Path to Reform" (Robert G. Malgady); (4) "A Construct-Based Approach to Equivalence: Methodologies for Cross-Cultural/Multicultural Personality Assessment Research" (James Allen and James A. Walsh); (5) "The Nature of Bias" (Fons Van de Vijver); (6) "Acculturation as a Moderator of Personality and Psychological Assessment" (Israel Cuellar); (7) "Acculturation, Ethnic Identity, and Acculturative Stress: Evidence and Measurement" (Gargi Roysircar-Sodowsky and Michael Virgil Maestas); (8) "Racial Identity Measures: A Review and Classification System" (A. Kathleen Burlew, Shana Bellow, and Marilyn Lovett); (9) "Social Psychological Perspectives on Changing Self-Identification among American Indians and Alaska Natives" (Joseph E. Trimble); (10) "Multicultural Assessment with the MMPI-2: Issues for Research and Practice" (Richard W. Handel and Yossef S. Ben-Porath); (11) "Issues in the Cross-Cultural Adaptation and Use of the MMPI-2" (David S. Nichols, Jesus Padilla, and Emilia Lucio Gomez-Maqueo); (12) "Are There Promising MMPI Substitutes for Assessing Psychopathology and Personality? Review and Prospect" (Ronald R. Holden); (13) "Culturally Relevant Research and Practice with the Rorschach Comprehensive System" (David Ephraim); (14) "Use of the Rorschach Comprehensive System in Europe: State of the Art" (Anne Andronikof-Sanglade); (15) "The Rorschach Comprehensive System in Iberoamerica" (Eugenia V. Vinet); (16) "National Norms for the Rorschach Normative Study in Portugal" (Antonio Abel Pires); (17) "Application of the Holtzman Inkblot Technique in Different Cultures" (Wayne H. Holtzman); (18) "A Psychocultural Approach to TAT Scoring and Interpretation" (David Ephraim); (19) "Use of TAT in Multicultural Societies: Brazil and the United States" (Eliana Herzberg); (20) "Objective Scoring for the TAT" (Alejandro Avila-Espada); (21) "Multicultural and Cross-Cultural Utility of the TEMAS (Tell-Me-a-Story) Test" (Giuseppe Costantino and Robert G. Malgady); (22) "The Once-Upon-a-Time Test" (Teresa Fagulha); (23) "An Assessment Practice with Hispanics in Minnesota" (Sonia I. Carbonell); (24) "Assessment Practices with African Americans: Combining Standard Assessment Measures within an Africentric Orientation" (Edward F. Morris); (25) "Cultural Identity Description and Cultural Formulation for Hispanics" (Israel Cuellar and Genaro Gonzalez); (26) "Assessment of Depression among American Indians and Alaska Natives" (Norman G. Dinges, Mera M. Atlis, and Shawna L. Ragan); (27) "Assessment Issues with Jewish Clients" (Peter F. Langman); and (28) "Teaching Culturally Informed Psychological Assessment" (Steven Regeser Lopez). (Papers contain references.) (SM)

ED 450 175   UD 033 994

Hodgkinson, Harold
Secondary Schools in a New Millennium: Demographic Certainties, Social Realities.
SPONS. AGENCY- Ewing Marion Kauffman Foundation, Kansas City, MO.
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aging (Individuals); Curriculum Development;

"Resegregation"; and (10) "Legacies and Lessons." Two appendixes present key Supreme Court decisions discussed in the book and a list of tables and figures. (SM)

ED 450 194 UD 034 015

Heybach, Laurene M.; Nix-Hodes, Patricia; Price, Sarah
The Education of Homeless Children: Rules, Rights and Practical Solutions. A Training Manual for Shelter Providers, Staff, Advocates and Parents.
PUB DATE- 00
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; Children; Educational Discrimination; Educational Legislation; Elementary Secondary Education; *Equal Education; *Homeless People; Homeless Shelters; Homosexuality; Poverty; Public Schools; Social Discrimination
IDENTIFIERS- Chicago Public Schools IL; Illinois State Board of Education; Stewart B McKinney Homeless Assistance Act 1987

These training materials provide advocates with the tools needed to help families obtain a stable and effective education for their children despite the condition of homelessness and the trauma that accompanies it. Nine sections include: (1) "Introduction"; (2) "How Mobility Hurts Homeless Children and Schools"; (3) "Laws and Rules Governing the Education of Homeless Children" (the Stewart B. McKinney Homeless Assistance Act, the Illinois Education for Homeless Children Act, policy of the State Board of Education, and the settlement agreement in Salazar v. Edwards); (4) "What the Laws and Rules Mean for Homeless Families in Chicago" (choice of schools, records, enrollment, the appeal process, transportation, and equality); (5) "A Word about Children or Youth with Special Education Needs" (children and youth currently attending school and children not currently attending school); (6) "Lesbian, Gay, Bisexual and Transgender Youth"; (7) "Other Important Issues" (Chicago public school liaisons, outreach, tutoring, food programs, preschool eligibility, fee waivers, notice, uniforms, and standardized tests and mandatory summer school); (8) "Practical Suggestions for Shelter Staff"; and (9) "Conclusion." Ten appendixes, which comprise the bulk of the document, present details on various legislative acts and educational guidelines and policies. Also included is a brochure entitled "Going to School: Your Rights, Your Choices." (SM)

ED 450 195 UD 034 016

Moffitt, Robert A.
Welfare Benefits and Female Headship in the U.S. Times Series. Discussion Paper.
PUB DATE- 01
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Family Structure; *Females; *Heads of Households; Labor Market; *Mothers; *Wages; Welfare Recipients; *Welfare Services

Library of Ohio and the Ohio Library Council-Reference and Other Questions" and "Evaluation Checklist." Includes 37 figures and tables throughout the text and an index. (Contains 231 references.) (AEF)

ED 449 804 IR 057 973

Saykanic, Donna
Censorship of Library Books in School Library Media Centers Today.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Information; *Censorship; Elementary Secondary Education; *Intellectual Freedom; *Learning Resources Centers; Librarians; Library Collection Development; *Library Material Selection; Library Materials; *Library Policy; Literature; Media Specialists; *School Libraries

For many years, there has been pressure on American schools to restrict or deny students access to books or periodicals deemed objectionable by some individual or group on moral, political, religious, ethnic, racial, or philosophical grounds. Censorship of library books in school media centers is present today. The library media specialist is responsible for maintaining free access to materials through collection development policies, programs, and access policies. Library media specialists promote the principles of intellectual freedom in their media centers by providing resources that create an environment of free inquiry. This paper addresses censorship of library books in school media centers. Discussion falls into the following sections: Selection of a Social Issue and Documentation of its Importance; Description of the Problem in Terms of Multiple Dimensions, Including the Historical Dimension; Selection, Description, and Analysis of the Relevant Political Arena or Arenas: The Political Environment; Creation and Presentation of One Feasible, Political Intervention; and Explication of the Political Intervention Strategy, Including a Critique of its Limitations. Two appendixes include a Request for Reconsideration of Materials form and a descriptive list of the 10 most hated books from 1982 to 1990 according to Stasio (1992). (Contains 16 references.) (AEF)

ED 449 805 IR 057 974

McClure, Charles R.; Fraser, Bruce T.; Nelson, Timothy W.; Robbins, Jane B.
Economic Benefits and Impacts from Public Libraries in the State of Florida. Final Report.
SPONS. AGENCY- Florida State Library, Tallahassee.
PUB DATE- 01
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Services; Data Analysis; *Economic Development; Information Services; Library Materials; *Library Role; *Library Services; *Library Statistics; Library Surveys; *Public Libraries; Tables (Data)
IDENTIFIERS- Florida

The purpose of this study was to identify and describe the questions law libraries receive. In certain instances, law libraries provide enhanced services that public and academic libraries do not. Although they provide traditional bibliographic verification to a certain extent, they also perform two hybrid forms of this service by verifying the information contained within legal citations and checking the authoritative status of cases and statutes. To the extent they all provide ready reference services, the results were highly institution specific. They more readily agreed on the types of true reference services provided to diverse patrons. Although the types of research assistance they provide differ in significant respects, for the most part, they are patron dependent. Two of the law libraries in this study also provide a novel service that is identified as "Reference Service On-the-Fly." The overwhelming majority of librarians initially categorized the subject matters on which they serve their patrons in terms of jurisdictional boundaries, rather than traditional subject categories. However, each library has also cultivated and developed specialties based on the needs of their patrons. Although all the libraries prefer to provide reference services in person, they also conduct telephone reference. While three of the libraries have begun to explore the possibilities presented by email reference and hope to engage in more cyber reference in the future, this remains a developing area. (Contains 11 references.) (AEF)

ED 449 823   JC 010 128

The University of Maine at Augusta at the Lewiston-Auburn College Mission Statement and Long Range and Facilities Plan.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Educational Finance; Educational Planning; Higher Education; *Institutional Mission; Mission Statements; *Organizational Objectives; *Strategic Planning
IDENTIFIERS- *University of Maine Augusta

This document presents the strategic planning goals and mission statement of the University of Maine Augusta at Lewiston-Auburn College. The first and longest section outlines objectives concerning the college's academic programs including full-time and part-time faculty instruction, the core curriculum, strengthening the information infrastructure, and the implementation of new academic programs in the health and computer sciences, legal, financial services, library information technology, and business and public administration. The first section also includes goals related to student services and increasing student enrollment, satisfaction and success. The second section sets the objectives necessary for assuring fiscal stability and increasing cost effectiveness. The third section discusses goals related to student enrollment, retention and graduation rates. The objectives set in this area include implementation of the institutional student recruitment plan, development of marketing strategies to increase enrollments in distance education, strengthening the financial aid and scholarship program, and further public image building. The last sections discuss goals for assessment and institutional research activities, auxiliary services, and institutional advancement activities. (KS)

Tables 1 through 11 present data for the entire college. Table 1 shows that enrollment at Cuesta College continues to increase and is now at an all-time high of 9,732 students--a 5.5% increase from fall 1999. Continuing students constitute just less than 50% of the student body. The remaining students are new, transferring in, or returning to Cuesta. Table 2 indicates a slight increase in the proportion of students taking only day classes (43.4% in 2000 compared to 41.8% in 1999). Accordingly, the proportion of students enrolled in both day and evening classes has decreased from 36.3% in 1999 to 34.0% in 2000. Table 11 shows the educational objective for attending Cuesta College as stated by students. The information regarding goals and objectives is obtained from the student's original application for admission to Cuesta. Tables 12-21 show student characteristics and enrollment trends by Cuesta's 3 educational regions: North County campus, San Luis Obispo campus, and South County campus. Both the North County campus and the San Luis Obispo campus showed impressive growth between 1999 and 2000. (Contains 21 tables and 29 figures. Appendices show enrollment history from 1965 to 2000, the number of students residing in the various parts of the County, and a Venn diagram form for the number of students attending each individual Cuesta campus.) (JA)

ED 449 844   JC 010 159

Comprehensive College Plan for 2000-2001.
PUB DATE- 00
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; Community Colleges; *Institutional Mission; *Organizational Objectives; *School Effectiveness; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *San Antonio College TX

The document describes San Antonio College's (Texas) strategic goals and objectives for 2000-2001. San Antonio College's comprehensive planning and evaluation process monitors the achievement of college-wide goals and initiatives supporting the college's Vision and Mission Statement and the Alamo Community College District's Strategic Plan. The completion of the college's Performance and Achievement Report enabled the Institutional Effectiveness Steering Committee to modify the college objectives, eliminating some that had been achieved and modifying others. College Strategic Goals and Objectives are listed under six college categories: Instruction, Student Services, Employee Development, Administrative Support, Community Support and Outreach, and All College. Included in this planning document is a list of ongoing activities, which are those actions a unit must continue to perform to fulfill its individual mission. Also included in the document is the strategic planning flow chart that is followed by the college. This chart identifies the ongoing nature of strategic planning which uses continuous evaluation for improvement. Some of the ongoing activities for the Division of Arts and Sciences include providing quality instruction in all architecture courses, coordinating project displays in exhibition areas, and coordinating jury evaluations of student work. (JA)

ED 449 845   JC 010 161

San Antonio College Fact Book, 1999-2000.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Finance; *Educational Trends; Enrollment; *Government School Relationship; *State Schools; *Statewide Planning; Student Characteristics; Student Employment; Two Year Colleges

This document presents an overview of trends and statistics pertaining to community colleges. The opening charts offer a national view of population served, tuition and revenue data, and popular degrees and career fields. The state-by-state section provides detailed information on each of the 50 states, plus the Pacific Islands and Puerto Rico. For each profile, an introduction summarizes "hot" issues based on interviews with community college representatives. Following each summary are detailed statistics on student characteristics, tuition, faculty salaries, expenditures, educational attainment, state demographics, and workforce issues. Although each state system is unique, the states often share common priorities and challenges. Several states have decided to merge disparate colleges or community and technical colleges into cohesive systems. More than ever, states and colleges pursue creative partnerships in order to respond effectively to industry needs and to create a more seamless transition among education sectors. States continue to invest heavily in technology programs and computer systems, and they seek to apply technology through various distance education options. Several states still enjoy the benefit of a healthy national economy, although a few are experiencing a decline in population and must work to help encourage economic growth. Contains 23 references. (JA)

ED 449 865   JC 010 185

Rosenfeld, Stuart A.; Kingslow, Marcia E.
Advancing Opportunity in Advanced Manufacturing: The Potential of Predominantly Minority Two-Year Colleges.
PUB DATE- 95
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; *Community Colleges; Educational Objectives; Employment Opportunities; *Labor Force Development; *Minority Groups; *Trade and Industrial Education; Two Year Colleges; Vocational Education

The study reported in this book investigated the capacities, capabilities, and potential of predominantly minority two-year colleges to provide a skilled workforce and assist minority-owned businesses with industrial modernization. The underlying research hypotheses are as follows: (1) certain segments of the populations are underrepresented in the ownership and management of industry and in the most technical positions; (2) community colleges are repositories of much of the skill and knowledge needed to enable U.S. companies to participate more fully in globally competitive businesses; (3) few high-quality industrial training programs and services for and relationships with industry exist among community colleges serving predominantly under represented populations; and (4) there is potential and motivation on the part of predominantly minority colleges to do more for and with industry. Reviews of the literature and national data, the survey of predominantly minority institutions, and the six case studies presented confirm the hypotheses advanced at the outset of the project.

care quality; and teacher characteristics. Chapter 2 describes the child care, kindergarten, and second grade classrooms observed, including a discussion of the continuity between child care and school environments. Chapter 3 describes the families of the participating children. Chapter 4 describes the children themselves. Chapter 5 presents the main findings of the study relating child care quality to children's outcomes and discusses their broader importance. Chapter 6 delineates the implications that follow from the findings and makes recommendations for policy and practice. The report concludes by asserting that high quality child care experiences, in terms of both classroom practices and teacher-child relationships, enhance children's abilities to take advantage of the educational opportunities as they enter kindergarten and through the early elementary school years. The report's three appendices contain additional data tables, technical information on measures and data analyses, and lists of papers reporting CQO findings. Contains 52 references. (KB)

ED 449 884   PS 029 168

von Feilitzen, Cecilia, Ed.
News from the International Clearinghouse on Children and Violence on the Screen (ICCVOS), 2000.
PUB DATE- 00
NOTE- 54p.; For 1997-1999 issues, see ED 438 943.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Advertising; *Children; Childrens Television; Foreign Countries; Mass Media; *Mass Media Effects; Mass Media Role; *Mass Media Use; Television Viewing; *Violence
IDENTIFIERS- Chile; Greenland; India; Media Education; Russia; Sweden; UNESCO; United States

This document is comprised of the year 2000 reports from the UNESCO International Clearinghouse on Children and Violence on the Screen. The two issues describe research findings concerning children and media violence, children's media use, and activities aimed at limiting gratuitous media violence. The first issue includes articles addressing children's media use in India, Chile, the United States, and Sweden, and adolescents' media use in Greenland. This issue also contains a section on children's TV programs on the global market. The second issue contains several articles on the media and children in Russia, along with sections on media violence, children and advertising, media for children, media literacy and children's participation, and regulation and self-regulation. Both issues contain a listing of relevant coming events. (EV)

ED 449 885   PS 029 169

Baenen, Judith
H.E.L.P.: How To Enjoy Living with a Preadolescent = AYUDA: Como Disfrutar de la Vida con un Preadolescente.
PUB DATE- 91
NOTE- 38p.; For more H.E.L.P., see PS 029 170.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Adamson, Peter; Micklewright, John; Wright, Anna
A League Table of Child Deaths by Injury in Rich Nations. Innocenti Report Card, Issue No. 2.
PUB DATE- 01
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Safety; *Children; Comparative Analysis; *Developed Nations; Foreign Countries; *Injuries; *Mortality Rate; Public Policy; *Well Being
IDENTIFIERS- *Child Mortality

Noting that injuries are the leading cause of child death in all the world's more developed countries, this report is the second in a series of "Innocenti Report Cards" designed to monitor the performance of industrialized nations in meeting the needs of their children. The report focuses on child death by injury in the member countries of the OECD (Organisation for Economic Co-operation and Development). A standardized league table is presented, ranking 26 nations according to their injury death rates for children age 1 to 14 years. The report notes that Sweden, the United Kingdom, Italy, and the Netherlands report the lowest injury death rates, below 7 per 100,000. The United States and Portugal report child injury deaths over twice the level of the leading countries, and South Korea has a rate four times higher. Overall, the likelihood of a child dying from injury has been falling steadily in recent years, with national variations in rate of decline. There is a clear relationship between child injury death and national wealth, although the relationship is far from fixed. Although most countries lack data, it is suggested that the risk of child injury death rises steeply with poverty. The likelihood of child injury or death is also associated with single parenthood, low maternal education, low maternal age at the child's birth, poor housing, large family size, and parental drug abuse. Child's gender and ethnic group is also related to injury death rates. The report concludes by asserting that overall, there is a lack of adequate data and research into exactly which children are most at risk, thus leaving prevention public policy efforts under-informed. (Contains 31 references notes.) (KB)

ED 449 905 PS 029 199

Rice, Mabel L., Ed.; Wilcox, Kim A., Ed.
Building a Language-Focused Curriculum for the Preschool Classroom. Volume I: A Foundation for Lifelong Communication.
PUB DATE- 95
NOTE- 248p.; For Volume II, see PS 029 200.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Language; Curriculum Development; English (Second Language); *Intervention; *Language Acquisition; Language Impairments; Outcomes of Education; *Preschool Curriculum; Preschool Education; Speech Language Pathology
IDENTIFIERS- Language Delayed; University of Kansas

Drawing on the successfully implemented practices used at the Language Acquisition Preschool at the University of Kansas, this comprehensive resource provides the theoretical background

Long, Mike; Frigo, Tracey; Batten, Margaret
The School to Work Transition of Indigenous Australians: A Review of the Literature and Statistical Analysis.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 98
NOTE- 263p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Bibliographies (131),Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Dropout Rate; *Education Work Relationship; *Educational Attainment; Educational Practices; *Employment; Foreign Countries; *Indigenous Populations; Labor Force Development; Limited English Speaking; Postsecondary Education; Public Policy; Rural Education; Secondary Education; Tables (Data); Unemployment; Vocational Education
IDENTIFIERS- *Aboriginal Australians; Australia

This report describes the current educational and employment situation of Australian Indigenous youth in terms of their pathways from school to work. A literature review and analysis of statistical data identify barriers to successful transition from school to work, including forms of teaching, curriculum, and assessment that pose greater educational challenges for Indigenous youth, as well as broader social issues such as racism, poverty, poor health, remote location, incarceration, and absence of employment opportunities. The report also highlights the need for improvements in educational outcomes as the key to improved results in the labor market. The literature review provides an overview of common features associated with successful transitions and programs, systemic weaknesses inhibiting success, relevant government programs, and issues and solutions at various youth transitions: primary to junior high school, junior high to senior high school, school to postsecondary vocational education, school to higher education, school to work, and unemployment to school or work. The statistical report uses data from the 1991 and 1996 censuses to examine the participation of Indigenous youth in education and their subsequent educational attainment and labor market participation. Data tables and analysis cover demography by geographic area and age, continuation in school to year 12 and dropout rates, participation in schooling and tertiary education, vocational education and training, higher education enrollment and persistence, educational attainment, labor market participation and assistance, and employment and unemployment in relation to educational attainment. An annotated bibliography contains 124 entries published 1988-98. (Contains 58 data tables.) (TD)

ED 449 924 AC 022 634

James, Richard; Wyn, Johanna; Baldwin, Gabrielle; Hepworth, Gary; McInnis, Craig; Stephanou, Andrew
Rural and Isolated School Students and Their Higher Education Choices: A Re-Examination of Student Location, Socioeconomic Background, and Educational Advantage and Disadvantage. Commissioned Report.
PUB DATE- 99
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; *Access to Education; *College Attendance; Disadvantaged; Education Work Relationship; Foreign

attachment to the extended family, being central. Other values include collectivism and reciprocity, lineality and "Power Distance" (social support of power differentials), simpatia, and present-time orientation. The La Casita program is based both on the traditional Social Model and 12-Step approaches to residential treatment and on Latino values, which are highly consistent with traditional chemical dependency treatment programming. Women are screened for parenting stress upon entering and identified for parenting interventions when appropriate. Women are assessed upon entering the program, exiting the program, and 6 months and 1 year following exit. Approximately half the women who enter La Casita graduate. Parenting stress is the major factor in leaving. Fifty-eight women have graduated from the program; of these, 80 percent were clean and sober 12 months following graduation. Two appendices depict percentages of La Casita graduates clean and sober, and ratio of program completers to dropouts, transfers, discharges, and those who could not reunify with their child. English and Spanish versions of a measure of individual risk and protective factors for recovering Latina mothers are included. (Contains 18 references.) (TD)

ED 449 941　　　　RC 022 803

Harris, Elizabeth; McFarland, Joyce
The Assessment of Culture as a Protective Factor among Native Americans: The Survey of Nez Perce Culture.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Evaluation Association (Honolulu, HI, November 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; Adolescents; Adults; *American Indian Culture; Cultural Education; *Cultural Influences; Culture Conflict; Extended Family; Identification (Psychology); *Prevention; Reservation American Indians; *Substance Abuse; *Surveys
IDENTIFIERS- *Cultural Therapy; Healing; *Nez Perce (Tribe)

Protective factors were ingrained in the traditional Nez Perce way of life. The imposition of the White way of life introduced alcohol, suppressed protective factors, and facilitated the development of risk factors across all domains. For the past decade, the tribe has obtained federal funding for a variety of substance abuse prevention programs. These programs have included cultural therapy--culturally specific activities designed to revive the traditional Nez Perce way of life and its cultural protective factors. Since existing evaluation instruments did not recognize the unique contribution of culture, an instrument was developed which captured culture as a resource. Six areas of interest were delineated: spirituality; family life and traditions; recreation and celebration; culture; education, jobs, and life skills; and health and medicine. This instrument was administered to 110 tribal adults in 1995, 116 tribal youths in 1997, and 135 tribal youths in 1998. For both adults and youth, greater identification to Nez Perce culture (for youth, specifically spirituality) was related to lower alcohol use. Among youth, greater identification with spirituality was also related to lower drug use. Among youth, however, greater identification with bicultural peer associations, beliefs about education, and involvement in sports were related to higher alcohol and other drug use. (TD)

Blunch, Niels-Hugo; Verner, Dorte
Revisiting the Link between Poverty and Child Labor: The Ghanaian Experience. Working Paper.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attendance; *Child Labor; Children; Elementary Education; Enrollment Influences; Family Financial Resources; Females; Foreign Countries; Males; *Poverty; *Rural Urban Differences; *Sex Differences
IDENTIFIERS- *Ghana; Probit Analysis

The link between poverty and child labor has been regarded as a well established fact, but recent research has questioned the validity of this link. Starting from the premise that child labor is not necessarily harmful, this paper analyzes the determinants of harmful child labor, viewed as labor that directly conflicts with children's human capital accumulation, and attempts to identify the most vulnerable groups. Data were drawn from a 1997 household survey of Ghana, covering 14,514 households. Analysis focused on children aged 9-14. The economic model and econometric methodology used are discussed. Although the vast majority of children in Ghana were attending school, the incidence of harmful child labor increased with age, ranging from 1.2 percent at age 9 to 5.9 percent at age 14. Rural children were over twice as likely to engage in harmful labor than were urban children. Harmful child labor was more common among girls than boys and among children from poor households than those of nonpoor households. In addition, harmful child labor was positively related to parent being self-employed, family ownership of land and livestock, and the distances to the nearest primary school and the nearest secondary school. The findings suggest that there are structural differences in the processes underlying harmful child labor in Ghana across gender, across rural/urban location, and across poverty quintiles of households. (Contains 18 references.) (SV)

ED 449 959 RC 022 831

Sawada, Yasuyuki; Lokshin, Michael
Household Schooling Decisions in Rural Pakistan. Working Paper.
SPONS. AGENCY- Ministry of Education, Science, Sports, and Culture, Tokyo (Japan).
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Attendance; Econometrics; Elementary Secondary Education; *Enrollment Influences; Family Characteristics; *Family Financial Resources; *Females; Foreign Countries; Rural Areas; *Rural Education; Sex Differences; Womens Education
IDENTIFIERS- Home School Proximity; *Pakistan

A study of household schooling decisions in rural Pakistan found serious supply-side constraints on female primary education in the villages studied. Field surveys of 25 Pakistani villages were integrated with economic theory and econometric analysis to investigate the sequential nature of educational decisions. The full-information maximum likelihood estimation of the sequential schooling decision model uncovers important dynamics exam passing rates was due largely to the adoption among all schools of a uniform algebra exam combined with a system-wide uniform grading scale. High school differences in Algebra 1A exam performance were reported to the Board of Education on May 9, 2000. As part of a continuing analysis, the current report summarizes the connections between Algebra 1A exam performance and: (1) teachers' education levels; (2) years of teaching experience; (3) certification for math instruction, and (4) completion of pertinent in-service training courses. (ASK)

ED 449 980 SE 064 499

Gross, Susan
An Analysis of Middle School Mathematics Classroom Observation and Teacher Interview Data.
PUB DATE- 00
NOTE- 23p.; Produced by the Montgomery County Public Schools, Office of Shared Accountability.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; Educational Assessment; Knowledge Level; *Mathematics Achievement; *Mathematics Education; Middle Schools; Needs Assessment

As a result of questions arising from differences in performance on Algebra 1 final examinations by school during the 1999-2000 school year, students' middle school mathematics experiences have received renewed focus. Specific questions have arisen regarding whether all students are sufficiently prepared to handle algebraic content by grade 8 or 9, and whether teachers have different expectations for students based on demographic variables or the students' prior mathematics performance. In spring 1999, evaluation staff from the Office of Shared Accountability (formerly Department of Educational Accountability) observed middle school mathematics classes to provide needs assessment data for a grant proposal that was submitted to the National Science Foundation (NSF). This report brings together data obtained from the classroom observations and from teachers' comments to help shed light on the questions surrounding Algebra 1 performance. (ASK)

ED 449 981 SE 064 501

A Curriculum Management Audit of Mathematics Education in the Montgomery County Public Schools.
SPONS. AGENCY- Montgomery County Board of Education, Rockville, MD.
PUB DATE- 00
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; *Mathematics Achievement; *Mathematics Curriculum; *Mathematics Education
IDENTIFIERS- Montgomery County Public Schools MD

This document constitutes the final report of a Curriculum Management Audit of mathematics education in the Montgomery County Public Schools (Maryland). The audit was commissioned by the Montgomery County Public Schools Board of Education/Governing Authority within the scope of its policy-making authority. The audit was conducted June 5-9, 2000. Document analysis was performed off site, as was the detailed

This paper uses the results of the survey requested by the Scottish Office and sent to all 32 Scottish local authorities to report on patterns of change and their implications. The paper draws some general conclusions from the survey, namely: the number of pupils receiving instruction appears to be holding steady; services are still being provided; a fairly healthy range of musical activity is taking place; but, it cannot be denied that there have been pressures on instrumental services. Contains 4 tables and 40 references. (BT)

ED 450 004 SO 031 298

Stead, Joan; Closs, Alison; Arshad, Rowena
Refugee Pupils in Scottish Schools. SCRE Spotlights 74.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; Foreign Countries; *Immigrants; Interviews; National Surveys; Questionnaires; *Refugees; School Surveys; *Student Needs
IDENTIFIERS- *Refugee Assistance; *Scotland

While the recent arrival of Kosovar refugees has focused attention on the situation of incomers who live, work, and go to school with Scottish residents, Scotland has always been host to refugees from all over the world. This paper, based on a two-year study, provides illustrations of how refugee parents and pupils have faced up to the necessity and challenge of continuing (or beginning) their education in a new country, and how schools have understood and responded to the families and to their children's educational needs. The paper reports on a questionnaire sent to the 32 education authorities during the summer of 1997. It concludes that although there will be specific issues facing refugee pupils that may not be covered even with the best of policies and intentions, creating a whole-school ethos that actively respects and welcomes individual pupils and their families and promotes diversity will create a sound general base from which specific issues can be identified and addressed. (BT)

ED 450 005 SO 031 350

Grosvenor, Ian, Ed.; Lawn, Martin, Ed.; Rousmaniere, Kate, Ed.
Silences and Images: The Social History of the Classroom. History of Schools and Schooling, Volume 7.
PUB DATE- 99
NOTE- 288p.; Volume based on conferences held in Birmingham, England, in 1995 and Toronto, Canada, in 1996.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Historical Materials (060)
DESCRIPTORS- Comparative Education; Educational Anthropology; *Educational History; Elementary Secondary Education; Family History; Foundations of Education; Historiography; Oral History; Primary Sources; Social History; Sociocultural Patterns

This collection of essays is drawn from a series of international seminars in which participants explored different methodologies for writing social history of the classroom. The collection features 13 essays divided into 3 parts: Part 1, "Raising Questions about Classroom History," contains: (1) "Sneaking into School: Classroom History at Work" (Kristof Dams, Marc

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Art Education; Benchmarking; *Dance; Dance Education; Elementary Secondary Education; *Music; Music Education; Public Schools; *State Standards; Student Development; *Theater Arts; *Visual Arts
IDENTIFIERS- Cultural Content; *South Dakota

These South Dakota fine arts content standards identify what students must know and be able to do. This document is a compilation of numerous sources and many years of experience in the teaching of fine arts. For each discipline (dance, music, theater/dramatic arts, and visual arts) the document gives an introduction and definition, multiple standards with rationale and grade level benchmarks, and a glossary. Contains a 7-item fine arts bibliography. (BT)

ED 450 028 SO 032 514

K-12 Curriculum Framework for the Arts.
PUB DATE- 00
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Art Education; Benchmarking; Dance; Dance Education; Elementary Secondary Education; Music; Music Education; Public Schools; *State Standards; Student Development; Student Evaluation; Theater Arts; Visual Arts
IDENTIFIERS- National Arts Education Standards; *New Hampshire

This curriculum framework for the arts defines expectations for student learning in the arts in New Hampshire. The framework standards do not comprise a curriculum with designated course offerings, teaching methods, or materials; instead, they provide a vision for the future, outlining expectations for student learning at the end of grades 4, 8, and 12. The framework provides balanced, comprehensive, and sequential guides for instruction in the four arts disciplines: dance, theater, music, and visual arts. Each discipline includes a purpose statement, curriculum standards, and proficiency standards. The framework was guided by the broad goals in the National Standards for Arts Education. Lists 16 works consulted. (BT)

ED 450 029 SO 032 517

Cornett, Jeffrey W.; Dziuban, Charles D.; Moskal, Patsy D.; Setenyi, Janos
An Evaluation of "Citizen in a Democracy" ("Polgar a Demokraciaban"), Orszagos Kozepiskolai Verseny, 1997-1998.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 81p.; For other evaluations of "Citizen in a Democracy," see SO 032 518-519.
LANGUAGE- English; Hungarian
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Comparative Education; *Educational Change; Educational History; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Language Role; *Minority Groups; *Official Languages; Russian; Social Integration
IDENTIFIERS- Educational Issues; *Estonia; Language Policy; *Russian Speaking
This thesis, covering the years 1918-2000, is divided into four chapters. Chapter 1 reviews the interwar history of non-Estonian education with particular emphasis on the diversity of the non-Estonian population, the legislation protecting the right of minority groups to mother tongue instruction, and the inclusion of Estonian language and civics courses in the curricula of non-Estonian schools. Chapter 2 examines the Soviet period with an emphasis on population shifts, the destruction of all non-Russian minority education, and the lack of attention to Estonian language in the Russian school curriculum. This chapter considers the debates over language and education in Estonia during the "glastnost" period. Chapter 3 examines the post-communist reforms in language education with particular attention to varying conceptions of integration, the need for improved Estonian-language programs in Russian schools, resistance to governmental reform, and the lack of material and human resources in Russian schools. Chapter 4 argues that the changes in Estonian-language programs stem primarily from grassroots efforts and examines experimental language-programs both within and outside the formal school system. Concludes with the findings of the thesis and issues for further research. Contains 3 maps, a figure, extensive chapter notes, and 138 sources. (BT)

ED 450 050 SO 032 562

Illinois Youth Summit, 2001. Resource Guide for Students and Teachers.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 01
NOTE- 50p.; Funded in part by the Illinois Violence Prevention Authority.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Responsibility; *Guns; High School Students; High Schools; *Public Policy; *Safety; Service Learning; Social Studies; State Programs; *Violence; *Youth Problems
IDENTIFIERS- Constitutional Rights Foundation; Illinois; Racial Harassment
Now in its seventh year, the Illinois Youth Summit focuses on issues of violence affecting youth. On December 5, 2000, representatives from 21 high school classrooms across Illinois met to determine youth safety issues of greatest relevance to students across the state. These students identified three sources of violence to address at the 2001 summit: disproportionate minority confinement/racial profiling, guns, and public morality. On May 1, 2001, student teams representing 24 high schools will meet with policymakers at the 2001 Illinois Youth Summit to address these issues of violence. This resource guide is designed to help prepare teachers and students for the summit. The guide provides resources and tools for understanding pending or current legislation directly

Shaker, Paul
Teacher Testing: A Symptom.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; Evaluation Methods; Knowledge Base for Teaching; Performance Based Assessment; Politics of Education; Public Education; Standardized Tests; State Standards; *Teacher Certification; *Teacher Evaluation; *Teacher Qualifications; Teaching Skills
IDENTIFIERS- Pragmatism; Teacher Knowledge

Current teacher testing is a symptom of what is wrong with American public education, rooted in invalid generalizations of method from one discipline to another. America's top educational policymakers are rarely educators, instead tending to be political leaders. The Interstate New Teacher Assessment and Support Consortium (INTASC) has produced a useful expression of model core standards for licensing teachers. Prototype classroom performance assessments and the INTASC Test of Teaching Knowledge are also being developed. Examining the 10 principles, and their subcategories of knowledge, dispositions, and performances, demonstrates how elusive teaching professional qualities are when attempting to reduce them to standardized testing. Nonetheless, political decisionmakers argue that standardized tests are what is available and economical today in teacher testing (making the assumption that questionable testing is better than no testing). Policymakers give little attention to the predictive validity of standardized instruments. The National Board for Professional Teaching Standards has adopted performance assessment, which is considered fair and accurate, as its methodology. Though pragmatic responses to social problems have characterized American democracy, they are missing in teacher education. Pragmatism competes with lesser dispositions associated with denial, prejudice, and false optimism in the realm of teacher supply and quality. (Contains 20 references.) (SM)

ED 450 072 SP 039 588

Preston, Barbara
Teacher Supply and Demand to 2005: Projections and Context.
PUB DATE- 00
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Demand; Elementary Secondary Education; Employment Patterns; Foreign Countries; Higher Education; Preservice Teacher Education; Tables (Data); Teacher Certification; Teacher Recruitment; Teacher Student Ratio; *Teacher Supply and Demand; Teachers; Teaching (Occupation)
IDENTIFIERS- *Australia

This report presents projections on teacher supply and demand in Australia. Section 1 introduces the report. Section 2 examines the nature and scope of the projections. Section 3 discusses uses and interpretations of such projections and their findings, offering constructive responses. Section 4 outlines the historical context of school enrollments, teacher numbers, and teacher education in Australia. Section 5 presents a

World Championships in Athletics Backgrounder"; and "Glossary." (SM)

ED 450 091 SP 039 765

Smoke Screeners: An Educational Program To Help Young People Decode Smoking in the Movies. Moderator's Guide.
PUB DATE- 00
NOTE- 21p.; Fifteen minute videotape and poster are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; Comprehensive School Health Education; *Films; *Health Behavior; Health Promotion; High School Students; High Schools; Middle School Students; Middle Schools; *Smoking; Student Behavior; Videotape Recordings
IDENTIFIERS- *Media Literacy; Risk Reduction; Risk Taking Behavior

This educational program, which includes a moderator's guide and a videotape, is designed to help educators teach media literacy skills regarding smoking to students in middle and early high school. The moderator's guide helps teachers conduct an engaging discussion and provide followup educational activities around the Smoke Screeners program video. The 15-minute video is a fast-paced show designed to expose unrealistic portrayals of smoking in the movies as well as the real life dangers of tobacco. It encourages youth to be lifelong critical thinkers and critical viewers. The moderator's guide presents a welcome to the program and describes the program components. The five program steps are: preparing for the videotape (general discussion about favorite movies); introducing the video by asking questions about smoking in the movies; showing the 15-minute video; discussing the video; and introducing Smoke Screeners activities. The guide also includes a collection of reproducibles, a glossary and resource sheet, and a resource and information sheet. (Contains 21 references.) (SM)

ED 450 092 SP 039 766

The Future of Teaching and Learning: Challenging Standards and High Expectations. Satellite Town Meeting #73. Videotape .
SPONS. AGENCY- Target Stores/Dayton Hudson Corp.
PUB DATE- 00
NOTE- 0p.; Also sponsored by the Bayer Foundation and Proctor & Gamble Fund. Broadcast and cable partners include Discovery Communications, the Public Broadcasting Service, Apple Computers, NASA, and Chanel One.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Academic Achievement; Academic Standards; Computer Uses in Education; *Educational Improvement; *Educational Quality; Educational Technology; Elementary Secondary Education; *Excellence in Education; Faculty Development; Partnerships in Education; Teacher Competencies; Teacher Expectations of Students; Teaching Skills; Videotape Recordings

This 60-minute VHS videotape of a U.S. Department of Education Satellite Town Meeting focuses on the future of learning in U.S. schools and what it will take to create challenging, exciting, high performing schools. It explains that there

Educational Policy; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Teacher Shortage
IDENTIFIERS- State Policy

To address concerns over teacher shortages, many states have begun to turn to alternative certification programs. Today, 115 programs exist in over 40 states, and more than 250 colleges and universities are currently involved in some type of alternative preparation. This policy brief examines what alternative certification is, discusses different approaches taken by different states to ensure quality, and looks at the types of candidates who apply to alternative certification programs (e.g., second career seekers, recent college graduates who decide they want to become teachers, and groups that are underrepresented in the classroom such as minorities and male elementary teachers). It also presents guidelines for school districts (program design and delivery, teacher recruitment and selection, assessing teacher qualifications and knowledge, quality assurance through the trial period, and responsibility for teacher preparation and evaluation standards). The final two sections focus on issues relevant to state policymakers and public accountability. A sidebar presents guidelines for alternative teacher certification programs. (Contains 16 references.) (SM)

ED 450 112 SP 039 788

Speck, Marsha; Knipe, Caroll
Why Can't We Get It Right? Professional Development in Our Schools.
PUB DATE- 01
NOTE- 289p.; Forward by Linda Lambert.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Standards; Adult Learning; Elementary Secondary Education; *Faculty Development; Inquiry; Inservice Teacher Education; Leaders; Program Development; Program Evaluation; School Districts; *Teacher Improvement; Teacher Responsibility; Teacher Role
IDENTIFIERS- Learning Communities

This book offers new practices for raising student achievement as it advocates for responsible changes in the policies, structures, and operations of schools, providing a perspective to help educators face the challenges of professional learning on a personal level. Its 11 sections focus on: (1) "Introduction: Essential Questions about Professional Development"; (2) "Focusing Professional Development in a Standards-Based System"; (3) "Creating a Culture for a Learning Community"; (4) "Addressing Teacher Work Concerns Through Professional Development"; (5) "Promoting Individual Growth Through Professional Learning"; (6) "Challenging Districts Sustain Professional Growth"; (7) "Designing Your Own Model"; (8) "Tools for Implementing a Professional Development Design"; (9) "Evaluating Professional Development"; (10) "Revisiting Past Perspectives to Underscore the Need for Change"; and (11) "Facing the Emerging Issues and Challenges of Professional Learning." The chapters begin with a scenario about the topic, then discuss why the topic is important, present information on the topic, and offer relevant links on the World Wide Web. (Contains 107 references.) (SM)

ED 450 113 SP 039 789

not do a good job in predicting first-year grades. There was no evidence of racial or ethnic bias in the FSAT scores. Certain combinations of variables were able to predict first-year grade point averages far more accurately than was possible when the same variables were used individually. If CUNY chooses to continue to devote substantial resources to remediation, rather than raising standards for admissions, the process of determining who is to get remedial instruction should be improved. It is also recommended that CUNY require all students to take the SAT to provide an external, independent, and standardized benchmark of student ability. If CUNY decides to raise admissions standards, it should do so on the basis of high school grade point average and SAT, but the university should monitor the effects of any changes in admissions policy carefully. An appendix contains statistical data from the study. (Contains 5 figures, 15 tables, and 8 references.) (SLD)

ED 450 134 TM 032 324

Allen, Lili
Competencies That Count: Strategies for Assessing High-Performance Skills. LAB Working Paper No. 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Competence; Educational Assessment; Elementary Secondary Education; Employers; *Evaluation Methods; *Performance; *Personnel Evaluation; *Student Evaluation
IDENTIFIERS- *High Performance Skills

This guide provides a "road map" to the various ways that schools and employers assess high-performance competencies, such as problem solving, information management, and communication and negotiation skills. The guide begins with a brief analysis of why it is important to assess these skills in light of the current standards environment in education and key trends in the economy. The guide includes an overview of tools and materials for assessing high-performance competencies and profiles of selected tools and materials. The methodologies range from "off-the-shelf" short answer tools to relatively expensive hands-on assessments. The profiles range from simples descriptions of existing materials to extended narratives of program or system development. Several of the strategies, especially those in the section on competency assessment in schools, outline processes that schools and school systems have developed in collaboration with partners. The tools are grouped into the following sections: (1) on-demand tests, both multiple choice and short answer; (2) self-assessments; (3) competency assessment in schools; (4) competency assessment in the workplace; and (5) competency assessment in adult education settings. This guide can be a starting point for those who want to equip young people with a broad range of cross-cutting high-performance skills to help them succeed in postsecondary education and the changing economy. (SLD)

ED 450 135 TM 032 325

Castellon-Wellington, Martha

researchers must understand the fundamental assumptions. The purpose of this paper is to evaluate one of the assumptions of multivariate analysis, normality. Overall, normal distributions are unimodal and symmetrical, and they have coefficients of skewness and kurtosis equal to 0. The specific requirements for univariate and multivariate normality are discussed. Graphical and statistical techniques are reviewed that estimate univariate, bivariate, and multivariate normality. The use of specialized computer programs for multivariate normality is also discussed. An appendix contains the Statistical Package for the Social Sciences syntax for evaluating multivariate normality. (Contains 2 tables, 7 figures, and 13 references.) (Author/SLD)

ED 450 156   TM 032 346

Rollins, Dahl A.
There Are Infinitely Many Univariate Normal Distributions: Distribution "Bells" Come in Many Appearances.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Heuristics; *Scores; *Statistical Distributions
IDENTIFIERS- *Normal Distribution; Normality Tests; *Univariate Analysis

Many univariate statistical methods assume that dependent variable data have a univariate distribution. Some statistical methods assume that the error scores are normally distributed. It is clear that the concept of data normality is an important one in statistics. This paper explains that, notwithstanding common misconceptions to the contrary, there are infinitely many normal distributions, each differing in appearance. The classic bell-shaped curve only depicts one single case of the infinitely many univariate normal distributions. The bell-shaped curve is the general shape of all normal univariate distributions, but the bells can have an infinite assortment of shapes and still be bells. A small heuristic data set involving scores of 100 people of a variable labeled "x" is used to illustrate this principle. (SLD)

ED 450 157   TM 032 347

Davis, Brandon
Experimentwise Type I Error: What Are They and How Do They Apply to Both Univariate Post Hoc and Multivariate Testing?
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Error of Measurement; *Multivariate Analysis
IDENTIFIERS- *Experimentwise Error; Post Hoc Tests; *Type I Errors; Univariate Analysis

This paper reviews the concept of experimentwise Type I error.

*Diversity (Student); Enrollment Trends; Governance; Internet; Multicultural Education; *Principals; Rural Schools; *Secondary Education; *Social Environment; Urban Schools

This report examines the demographic trends, social realities, and complexities that can potentially transform American secondary schools. It describes the nature of diversity in the world and nation and between and within states and school districts. Such information can be useful in selecting successful strategies for implementing changes in the country's diverse secondary schools. The report includes: "Introduction" (Gerald N. Tirozzi); "The World's Population: The Next 100 Years" (who will care for us when we are old, rich and poor people and nations, and the role of corporations and nations); "The U.S. Population as Part of the World's Six Billion People" (e.g., minorities and majorities, diversity, the baby boom ages, the blurring of racial identity, economic desegregation, race and national origin, the increasing number of elderly, leading a school full of strangers, metropolitan areas, and rural schools); "Schools and Principals in a Changing Social Context" (principals and schools, the issue of paid non-teaching staff, and principal problems); "Specific School-Site Issues Facing Principals" (e.g., where enrollment increases will occur in the future, whether the Internet holds promise for reducing the number of high schools, and how curriculum and school governance will change); and "Conclusions" (diversity in the world and in the United States, principals and diversity, and recommendations). (Contains 14 references.) (SM)

ED 450 176 UD 033 995

Nichols-Casebolt, Ann; Morris, Patricia McGrath
Making Ends Meet: Private Food Assistance and the Working Poor. Discussion Paper No. 1222-01.
PUB DATE- 01
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; *Hunger; *Low Income Groups; *Poverty
IDENTIFIERS- *Food Assistance Programs; Food Banks; Food Stamp Program; Virginia

This study examined characteristics of employed households dependent upon private nutrition programs to help make ends meet. Data were derived from an ongoing study of households receiving food assistance from Virginia food pantries and soup kitchens. In 1997, researchers produced a list of all food pantries and soup kitchens in one region and contacted a randomly selected sample of program participants. The 1997 sites were contacted again in subsequent years. Respondents at each site completed a brief interview that asked about: total number in the household; number of children; respondent's age; age of youngest child; single parent status; educational level; citizenship; race/ethnicity; employment status; receipt of food stamps and Temporary Assistance for Needy Families; and recent loss of public benefits and other hardships during the past 6 months. Over one-third of respondents were currently employed, and a large percentage had demographic characteristics that did not bode well for their ability to earn high enough wages to meet basic family needs without assistance (less than a high school education, single parent status, female gender, and low wages). Results showed low participation in the Food Stamp Program, even among people who may have been eligible. (Contains 26 references.) (SM)

IDENTIFIERS- Aid to Families with Dependent Children; Time Series Analysis

Considerable research has been done on the relationship between Aid to Families with Dependent Children (AFDC) benefits and family structure. Evidence based on cross-state variation in welfare benefits and family structure indicates some nonzero effect of those benefits on marriage and fertility. It shows that time-series trends in family structure are not correlated in the direction suggested by cross-state evidence because real benefits have been falling, even relative to wages, in aggregate time series. This paper uses data from the 1968-96 March Current Population Survey to reexamine the time-series evidence, examining the role of wages in explaining trends in headship. Controlling for both male and female wages, welfare benefits have a slight positive affect on female headship even in time series. Results demonstrate the importance of labor market factors in explaining trends in female headship. The addition of female wages to a time-series headship equation reverses the sign on the AFDC benefit from negative to positive and makes them more positive. Adding the male wage to the equation makes the benefit coefficient even more positive. The paper outlines an economic model of female headship incorporating wage and benefit effects in a simple way. (Contains 21 references.) (SM)

ED 450 196 UD 034 017

Bazemore, Gordon; Umbreit, Mark

A Comparison of Four Restorative Conferencing Models. Juvenile Justice Bulletin.

PUB DATE- 01

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Accountability; Adolescents; Community Involvement; *Delinquency; Family Involvement; *Juvenile Justice; Program Evaluation; *Sentencing; Victims of Crime; Youth Problems

IDENTIFIERS- *Juvenile Crime

This bulletin focuses on four restorative conferencing models within the juvenile justice system: victim-offender mediation; community reparative boards; family group conferencing; and circle sentencing. The bulletin first describes each of the four restorative justice models, presenting information on background, concept, procedures and goals, considerations in implementation, lessons learned from research, and sources of additional information. It then compares and contrasts the models on the following dimensions: origins and current applications; administrative and procedural aspects (eligibility, point of referral, staffing, setting, process and protocols, and management of dialog); and community involvement and other dimensions (participants, victim role, gatekeepers, relationship to the formal justice system, preparation, enforcement, monitoring, and primary outcomes sought). Next, the bulletin discusses various issues and concerns to be addressed in the development and implementation of restorative conferencing approaches. It also offers guidelines for clearly grounding interventions in restorative justice principles and includes a test for determining whether an intervention strengthens the community response to youth crime and creates new roles for citizens and community groups. (Contains 60 references.) (SM) economic impacts and benefits of Florida public libraries. The study objectives were to: describe the role of public libraries in economic development; identify and describe the range of specific activities and programs engaged in to support economic development; identify factors that contribute to the success of involvement in economic development; propose a study, based on findings reported here, to measure specific return on investment from public libraries; and offer recommendations and strategies for how public libraries in Florida might be more effective in supporting economic development. Data collection efforts involved a multi-method approach consisting of a literature review, focus groups, a financial analysis of Florida public libraries, a statewide sample survey of public library patrons, a survey of library directors and ranch managers, librarian service logs, and group interviews. Results indicate that patrons believe that public libraries contribute to their financial well being, provide economic benefits to local businesses, and support the prosperity of the community. Participants described numerous instances where economic benefits and impacts resulted from a range of public library services and programs. This study provides an important first step in documenting those impacts, describing programs and services that support economic development, and offering strategies that policymakers and the library community might use to enhance this service role. Appendices contain service logs; patron survey; directors/managers survey; group interview questions guide; group interview survey; economic benefit survey with estimated tax statement; and economic benefit survey without estimated tax statement. (Includes 72 tables and figures. Contains 39 references.) (AEF)

ED 449 806 IR 057 975

Adams, Chris
The Third Canadian Off Campus Library Services Survey, 1999.
PUB DATE- 00
NOTE- 153p.
LANGUAGE- English; French
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Access to Information; Comparative Analysis; Foreign Countries; Higher Education; Information Services; Library Automation; Library Collections; *Library Services; Library Statistics; *Library Surveys; Reference Services; Tables (Data)
IDENTIFIERS- Canada

Throughout 1999 and 2000, 234 academic institutions in Canada--66 university libraries and 168 college libraries--were asked to respond to a survey of library services for off campus users. Previous surveys were conducted in 1984 and then again in 1988. It was felt that with the advent of the World Wide Web, increased levels of library automation, and evidence of cooperative activities in time of economic restraint, that there would be sufficient changes to warrant a "third" survey 11 years later. Also, since the 1984 and especially the 1988 surveys were comparative, it would be beneficial to everyone if the 1999 survey provided "descriptive" information about each institution's off campus library support program as well as comparative data with the 1984 and 1988 surveys. Forty-four of 66 (67%) university and 24 of 168 (14%) college libraries responded to the survey enquiry. Of these, 34 (52%) of university and 18 (11%) of college libraries indicated that

ED 449 824 JC 010 134

Beachler, Judith
Executive Summary of the 1999 External Environmental Scan and the Internal Environmental Scan Report Card. Key Issues for Planning.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Educational Environment; Enrollment; *Environmental Scanning; Institutional Evaluation; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Los Rios Community College District CA

This document is the second in a series of summary reports outlining Key Issues for Planning useful to staff throughout the Los Rios Community College District (CA) for the 1999-2000 academic year and beyond. The 1999 Environmental Scan of Greater Sacramento provides a comprehensive look at the external environment. It outlines changes in the Greater Sacramento Consolidated Metropolitan Statistical Area that have broad implications for planning by the district and its colleges. The 1999 Environmental Scan Report Card provides a comprehensive internal review of the District's effectiveness in serving students. This document provides information about the economy of the Greater Sacramento area; population shifts; student enrollment patterns; student success including grades, completion rates, and transfer rates; and graduate employment. Improving recruitment efforts is particularly important in light of the fact that the 1998 graduate numbers increased by 7.4% over 1997, but Los Rios colleges only saw an increase of 4.1% in the number enrolling in 1998-99 over the 1997-98 academic year level. Comparative analysis in this report card provides information about which student groups have stronger and weaker performance so that Partnership for Excellence dollars can be most efficiently and effectively utilized to improve student success. (JA)

ED 449 825 JC 010 135

Annual Report, 1998/99: A Year of Transition.
PUB DATE- 99
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Outcomes Assessment; Foreign Countries; Government Role; *Higher Education; Institutional Evaluation; *Organizational Effectiveness; *Partnerships in Education; Program Evaluation; Public Education; *Schools
IDENTIFIERS- British Columbia

The annual report of the Centre for Curriculum, Transfer and Technology (British Columbia) summarizes the educational and operational activities of the year and signals important shifts in direction. Working with partners in the college, university college, institute and agency system, and with associates in universities and secondary schools, the Centre manages more than 300 separate projects and initiatives for the Ministry of Advanced Education, Training and Technology. An extensive consultation with administrators, faculty, and students has led to the creation of a document entitled Strategic Directions: A

PUB DATE- 00
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; College Programs; Community Colleges; Enrollment; *Enrollment Trends; *Institutional Characteristics; *School Demography; School Size; Two Year Colleges
IDENTIFIERS- *San Antonio College TX

The 1999-2000 San Antonio College (Texas) Fact Book includes the college profile, student profile, enrollment trends, personnel profile, and financial profile. In support of the mission of the Alamo Community College District, San Antonio College responds to Bexar County's diverse community by providing high-quality general education, liberal arts and sciences, career education, continuing education and developmental education. The college has an average semester enrollment of 21,000 credit students and an average annual enrollment of 15,000 other-than-credit students. San Antonio College is the largest single-campus community college in Texas and one of the largest in the United States. Continuing education provides nontraditional educational opportunities to meet the needs of students and employers in the San Antonio area. Evening course offerings include regular academic courses leading to college degrees and certified programs, developmental education courses, and other courses planned to be of community service and vocational interest to adults. The Instructional Innovation Center was established to provide training and assistance for faculty who want to enhance their instruction with new or innovative teaching techniques and technology. The Center provides a place for faculty to work with state-of-the-art equipment and software as well as obtain assistance and training with innovation such as classroom presentations using computers and multimedia. Contains charts and tables. (JA)

ED 449 846 JC 010 162

High, Clennis F.
A Broad View of Developmental Program Assessment Activities at Public Junior, Community and Technical Colleges: Evaluating the Evaluators. A Report for Dissemination.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Colleges; *Evaluation Methods; Evaluation Utilization; Institutional Characteristics; *Program Effectiveness; Qualitative Research; *Remedial Programs; School Surveys; *Technical Institutes; *Triangulation; Two Year Colleges

This study evaluates how various colleges across the country determine the effectiveness of their remedial/developmental programs. The author sectioned the country into 4 quadrants and solicited participation from 80 randomly selected colleges. A total of 50 colleges (63%) responded from over 30 states. Using personal interviews, case studies, document review, and written communications to collect data, the study sought to: (1) add information to the existing literature; (2) examine practicality of a "best practices" with respect to specific college characteristics; and (3) explore evaluations at some

Recommendations are provided to address minority colleges' needs for greater resources and expertise, stronger credentials and relationships with industry, and increased access of minorities at all levels in high performance manufacturing. (JA)

ED 449 866 JC 010 186

Institutional Effectiveness Report, 1998-99.
PUB DATE- 00
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Institutional Evaluation; *Institutional Mission; Labor Force Development; *Program Effectiveness; Program Evaluation; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Houston Community College System TX

This report evaluates the institutional effectiveness of the Houston Community College System for the 1998-1999 fiscal year. Part 1 describes the institution's progress toward eight strategic goals outlined in 1996-97: promoting student success, improving student access, ensuring responsive curricula, building new and varied partnerships, strengthening institutional resources, increasing technological capability, expanding community outreach, and demonstrating continuous improvement. Tables illustrate the overall status of each goal. It appears that the objective to increase by 50% the number of certificates and degrees awarded seems to have been too ambitious. Also, additional work must be done to expand community outreach. Part 2 identifies seven indicators that are critical in measuring the institution's effectiveness in fulfilling its mission: access and equity, student progress/satisfaction, workforce programs, university transfer, lifelong learning, cultural activities, and institutional support. The performance of each of these indicators is evaluated with a rating of "satisfactory" or "unsatisfactory." Overall, HCC's performance is not as satisfactory as it was in the last report, and there is cause for concern in the area of institutional support and the downward trend that the data present. Finally, part 3 summarizes the status of the educational program review process. (MP)

ED 449 867 JC 010 189

Phifer, Paul
Great Careers in Two Years: The Associate Degree Option. High Skill and High Wage Jobs Available through Two-Year Programs.
PUB DATE- 00
NOTE- 350p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Associate Degrees; Career Education; *Career Planning; *Community Colleges; Education Work Relationship; *Employment Opportunities; Job Training; *Labor Force Development; Two Year Colleges; *Vocational Education

This book explores high-skill and high-wage jobs available through two-year programs. It identifies 100 high-need occupational areas, and discusses "hot" programs and starting salaries for graduates of dental hygiene, manufacturing, process technology, telecommunications, physical therapy

DESCRIPTORS- Adolescent Behavior; Adolescent Development; Behavior Change; Behavior Development; *Child Rearing; *Developmental Stages; Emotional Adjustment; Middle School Students; Middle Schools; *Parent Child Relationship; Parent Materials; *Preadolescents

Noting that young adolescents are very much affected by their families, this booklet, in both English- and Spanish-language versions, was prepared for parents/guardians of children ages 10-15 to help them provide the support needed by a child undergoing some of the most dramatic changes in a lifetime. The booklet describes typical behavior of preadolescents and offers advice to parents on responding appropriately. Topics covered in this booklet include: (1) getting ready for changes; (2) forgetting; (3) irritability; (4) power plays; (5) friendships; (6) chores; (7) worries; and (8) joys. (EV)

ED 449 886 PS 029 170

Baenen, Judith
More H.E.L.P.: How To Enjoy Living with a Preadolescent.
PUB DATE- 92
NOTE- 20p.; This booklet is not available in Spanish. For original H.E.L.P. booklet in both English and Spanish, see PS 029 169.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Behavior; Adolescent Development; Behavior Development; *Child Rearing; *Developmental Stages; *Emotional Adjustment; Middle School Students; Middle Schools; *Parent Child Relationship; Parent Materials; *Preadolescents

Noting that early adolescence is a time of tremendous growth and change for both youth and their families, this booklet, the second in a series prepared for parents/guardians of children ages 10-15, is intended to help parents adapt to these changes. The booklet describes typical behavior of preadolescents and offers advice to parents on responding appropriately. Topics covered in this booklet include: (1) there is no "normal"; (2) preadolescents' tendency to deny; (3) their need for privacy; (4) their learning to accept consequences; and (5) their blossoming idealism. (EV)

ED 449 887 PS 029 172

Daly, Kerry
It Keeps Getting Faster: Changing Patterns of Time in Families. Contemporary Family Trends.
PUB DATE- 00
NOTE- 39p.; Includes 1998 General Social Survey data. Also available in French.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Employed Parents; *Family Life; *Family Work Relationship; Time; *Time Management; Trend Analysis

This paper addresses the perceived shortage of time experienced by families today. Following an introduction about the hurried pace of family life, the paper discusses: (1) forces that have shaped the accelerated pace of change (changed families, effects of technology, intensification of work); (2) broadening and practical framework needed to create an effective language intervention program at the preschool level. The book is intended for professionals seeking to improve the language skills of preschoolers who have speech and/or language impairments, who have typical language skills, or who are learning English as a second language--all in the same environment. The chapters of the book are: (1) "Creating a Language-Focused Curriculum for Preschool Children" (Mabel L. Rice); (2) "Language Acquisition and Language Impairment" (Mabel L. Rice); (3) "The Rationale and Operating Principles for a Language-Focused Curriculum for Preschool Children" (Mabel L. Rice); (4) "Language Intervention in a Preschool Classroom--Implementing a Language-Focused Curriculum" (Betty H. Bunce and Ruth V. Watkins); (5) "Speech Intervention in a Language-Focused Curriculum" (Kim A. Wilcox and Sherrill R. Morris); (6) "A Language-Focused Curriculum for Children Learning English as a Second Language" (Betty H. Bunce); (7) "'Come Buddy, Help, Help Me!' Verbal Interactions with Peers in a Preschool Language Intervention Classroom" (Pamela A. Hadley and C. Melanie Schuele); (8) "Collaborating with Families" (Julie F. Sergeant); (9) "Language Outcomes of the Language-Focused Curriculum" (Mabel L. Rice and Pamela A. Hadley); (10) "Speech Outcomes of the Language-Focused Curriculum" (Kim A. Wilcox and Sherrill R. Morris); (11) "Life after LAP Language Acquisition Preschool " (Julie F. Sergeant); and (12) "The Language-Focused Curriculum in Other Settings" (Betty H. Bunce, Ruth V. Watkins, Julia Eyer, Terri Torres, Susie Ray, and Janet Ellsworth). Each chapter contains references. (HTH)

ED 449 906   PS 029 200

Bunce, Betty H.
Building a Language-Focused Curriculum for the Preschool Classroom. Volume II: A Planning Guide.
PUB DATE- 95
NOTE- 424p.; For Volume I, see PS 029 199.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Language; Curriculum Development; Developmentally Appropriate Practices; English (Second Language); *Intervention; *Language Acquisition; Language Impairments; *Learning Activities; Outcomes of Education; *Preschool Curriculum; Preschool Education; Speech Language Pathology
IDENTIFIERS- Language Delayed; University of Kansas

A language-focused curriculum emphasizes the development of language skills as a key to learning. The curriculum is designed to be appropriate for 3- to 5-year-olds, whether having difficulty acquiring language, developing language skills at a typical rate, or learning English as a second language. Intended to accompany the first volume's practical framework for creating an effective language intervention program at the preschool level, this volume presents a semester's worth of ideas for creating a language-focused preschool curriculum. In addition to addressing broad curricular issues, the volume provides detailed, day-to-day activities, successfully implemented at the Language Acquisition Preschool at the University of Kansas. Activities are organized around central themes for each week--focal topics that give children a context for communication and create naturally occurring instances for intervention. For each theme, Countries; Geographic Isolation; High School Students; Higher Education; Paying for College; Public Policy; Rural Education; *Rural Urban Differences; *Rural Youth; Secondary Education; Socioeconomic Influences; *Student Attitudes

IDENTIFIERS- *Australia; Rural Culture

The imbalances between the higher education participation of rural and urban Australians are significant and persistent. This study examined the attitudes, goals, and plans of Australian senior high school students via a survey of over 7,000 students in grades 10-12 in three states, complemented by interviews with about 350 students in 20 rural schools. Findings indicate that: (1) higher education participation for people in rural and isolated areas is affected less by distance from university campuses than by socioeconomic circumstances and the influences of rural social and cultural contexts; (2) rural students are more likely than urban students to perceive inhibitors to higher education such as the cost of living away from home or losing touch with friends, and to experience fewer encouraging factors such as parental encouragement or the belief that a university education will offer them an interesting and rewarding career; and (3) the cost of higher education is a serious barrier for rural students. Two cornerstone recommendations are for the creation of an integrated suite of education, family, and employment policies and the establishment of a high profile task force to oversee new initiatives in these areas. Seven other recommendations include exposing students to the value of higher education during their junior and middle years, introducing measures to reduce higher education costs for rural students, encouraging universities to seek enrollments from rural students, and improving prospects for graduate employment in rural Australia. Appendices contain details of methodology and percentages of rural, isolated, and lower-SES students at specific Australian universities. (Contains 36 references.) (TD)

ED 449 925 RC 022 635

National Indigenous English Literacy and Numeracy Strategy, 2000-2004.

PUB DATE- 00

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Change Strategies; Child Health; Community Involvement; *Culturally Relevant Education; Educational Change; *Educational Objectives; *Educational Policy; Elementary Secondary Education; Equal Education; Foreign Countries; High Risk Students; *Indigenous Populations; *Literacy; Numeracy; Parent Participation; Preschool Education

IDENTIFIERS- *Aboriginal Australians; Australia

Australia's National Indigenous Literacy and Numeracy Strategy acknowledges that extra effort and resources will be required for Indigenous Australian children to achieve the recently enacted national educational goals. The principal objective of the strategy is to achieve English literacy and numeracy for Indigenous students at levels comparable to those achieved by other young Australians. Implementation will be carried out by developing greater self-esteem in Indigenous students; increasing parent and community involvement; targeted initiatives; coordinating government agencies' actions; development of cooperative plans by Commonwealth, state, territorial, and local governments; development with education

ED 449 942 RC 022 805

Johnson, Thomas G.
The Rural Economy in a New Century.
PUB DATE- 00
NOTE- 19p.; In: Beyond Agriculture: New Policies for Rural America; see RC 022 804.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agribusiness; Economic Development; *Futures (of Society); Geographic Isolation; Government Role; Internet; *Public Policy; *Quality of Life; Rural Areas; *Rural Development; *Rural Economics; *Social Change; Sociocultural Patterns
IDENTIFIERS- Electronic Commerce; *Globalization; Telecommunications Infrastructure

Technological change, globalization, and localization have changed rural economies. They have increased labor productivity, reducing the importance of labor costs in location decisions; decreased the importance of distance; increased the importance of economies of scale; and increased the role of local conditions and choices in determining community prosperity. With farm income representing less than 2 percent of total income nationwide, rural communities are less dependent on farming. Increased industrialization of agriculture has weakened the ties between farms and their communities, with many nonfarm rural residents concerned about environmental effects, tax limitations, and the impact of in-migration to fill low-wage jobs. However, the growing spatial concentration of industrial agriculture is increasing the dependency of more isolated rural areas on particular firms. "Connected" rural areas are growing and diversifying due to in-migration of relatively affluent, educated people seeking the rural life style. Such communities face serious land-use issues as they become more suburban. On the other hand, isolated rural communities have stable or declining populations. Telecommunications infrastructure is inadequate and costly, yet businesses and schools are becoming increasingly dependent on the Internet. Tax bases are declining, leaving school districts and community services with inadequate financing. These factors suggest that agricultural policy cannot continue to serve as rural policy. With current policies, the divergence between connected and isolated rural communities will continue. A new, nonagricultural rural policy could take advantage of decreasing demand for proximate labor, decreasing costs of distance, and increasing demand for space and the rural lifestyle and help rural communities contribute to the national economy. (Includes discussion transcript.) (TD)

ED 449 943 RC 022 806

Marshall, Ray
Rural Policy in a New Century.
PUB DATE- 00
NOTE- 22p.; In: Beyond Agriculture: New Policies for Rural America; see RC 022 804.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

of the gender gap in education, transitory income and wealth effects, and intrahousehold resource allocation patterns. The findings show that although school-entry rates were low in rural Pakistan (64 percent for boys and 24 percent for girls), the educational retention rate was high, and schooling progression rates became comparable between male and female students at higher levels of education. Moreover, a household's human and physical assets and income changes affected children's educational patterns significantly. These findings are consistent with theoretical implications of optimal schooling behavior under binding credit constraints. Finally, serious supply-side constraints on female primary education suggest the importance of supply-side policy interventions to Pakistan's rural primary education. Hiring more female teachers and providing more primary schools for girls closer to villages would improve the chances of rural Pakistani girls entering school and staying enrolled. Appendices summarize the field survey and present seven data tables. (Contains 63 references.) (SV)

ED 449 960 SE 063 286

McCann, Wendy Sherman, Ed.; Haury, David L., Ed.
Trends in Science Education Research, 1998: Taking the Annual Pulse of the Science Education Research Community.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Computer Assisted Instruction; Constructivism (Learning); Cooperative Learning; Elementary Secondary Education; Evolution; Integrated Curriculum; Learning Strategies; Periodicals; Professional Development; *Science Education; *Trend Analysis
IDENTIFIERS- Conceptual Change

This document contains summaries of research in science education for the year 1998 and provides easy access to research findings and a critique of research efforts. Contents include: (1) "Science Education Research Published in Professional Journals" (Judith Sulkes Ridgway and Hyonyong Lee); (2) "Science Education Research Papers, Monographs, and Electronic Documents" (Lynda C. Titterington and Youngsun Kwak); (3) "Science Education Dissertations and Theses" (Suzanne Shaw Drummer, Chris A. Ingersol, and Joyce C. Miller); (4) "Concept Representation and Modeling in Science" (Judith Sulkes Ridgway); (5) "Evolution Education" (Suzanne Shaw Drummer); (6) "Constructivist Perspectives of Teaching and Learning Science" (Youngsun Kwak); (7) "Computer-Based Learning in Science" (Lynda C. Titterington); and (8) "Integrating Science with Other School Subjects" (Hyonyong Lee). (YDS)

ED 449 961 SE 063 752

Domroese, Margret C.; Sterling, Eleanor J.
Interpreting Biodiversity: A Manual for Environmental Educators in the Tropics.
PUB DATE- 99
NOTE- 181p.; This manual is distributed in English, French, and Spanish. Supported by the Starr Foundation.

analysis of findings and site visit data. A curriculum audit is designed to reveal the extent to which officials and professional staff in a school district have developed and implemented a sound, valid, and operational system of curriculum management. Such a system, set within the framework of adopted board policies, enables the school district to make maximum use of its human and financial resources in the education of its students. When such a system is fully operational, it assures the district taxpayers that their fiscal support is optimized under the conditions in which the school district functions. The report indicates that students in Montgomery County exceeded the achievement levels of Maryland students and students nationally in mathematics. However, not all Montgomery County public school students are experiencing success equally. The recommendations include: (1) restructure system policies, plans, and actions to provide aggressive action to erase the excessive achievement gaps between socio-economic and ethnic groups in mathematics; and (2) redesign and implement a comprehensive and aligned staff development effort to better prepare teachers for improvement of teaching mathematics. (ASK)

ED 449 982 SE 064 504

Schwerin, Theresa
NASA Earth Science Enterprise 2000 Education Catalog.
PUB DATE- 00
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Earth Science; *Educational Technology; Elementary Secondary Education; Higher Education; *Informal Education; Interdisciplinary Approach; Preservice Teachers; *Science Curriculum; *Science Programs; *Space Sciences
IDENTIFIERS- *Systemic Change

The National Aeronautical Space Administration's (NASA) Earth Science Enterprise (ESE) produces a wide range of products for teachers and students and supports educational activities for all grade levels in cooperation with the NASA Headquarters Education Division. This catalog presents the diverse educational programs, products, and resources available for students, teachers, and faculty. Contents include: (1) Student Support, which includes enrichment activities and research opportunities for all educational levels; (2) Teacher/Faculty Preparation and Enhancement, which features enhancement activities and programs for preservice teachers, inservice teachers, and faculty; (3) Support for Systemic Change, which describes programs supporting the development of a systemic change; (4) Curriculum Support and Dissemination, which includes activities supporting elementary through college curriculum and focuses on the interdisciplinary approach; (5) Educational Technology, which describes advanced technologies used in science education programs; (6) Informal Education, which provides opportunities outside formal settings; (7) Earth Science Enterprise Education Products, which lists ESE products; and (8) NASA Resources for Educators. (YDS)

ED 449 983 SE 064 508

Arens, Sheila A.; Meyer, Rhonda D.

Depaepe, Frank Simon); (2) "Curriculum History as Lived History" (Ulla Johansson); (3) "Designing Teaching: The Classroom as a Technology," Martin Lawn; (4) "On Visualizing Past Classrooms" (Ian Grosvenor); (5) "Words about Classrooms: What Can One Letter Tell Us?" (Harry Smaller). Part 2, "Seeking Answers: Case Studies in a New Social History of the Classroom" contains: (6) "Reconstructing the Classroom Teacher, 1903-1945" (Philip Gardner) ; (7) "An Open-Ended Education: Problems in Reconstructing the History of an African-American Classroom" (Valinda Littlefield); (8) "Living the Life: Inside and Outside the Classroom" (Lars-Goran Hogman); (9) "Reading Made Strange: Context and Method in Becoming Literate in Eighteenth and Nineteenth Century England" (David Vincent); (10) "Reading Teachers' Mail: Using Women's Correspondence To Reconstruct the Nineteenth Century Classroom" (Jo Anne Preston); (11) "Carrying the Torch: African-American and White Female Teachers and Professional Culture in the Georgia Upcountry, 1920-1950" (Ann Short Chirhart); and (12) "Sixteen Years in a Classroom," Kate Rousmaniere). Part 3, "Raising Questions/Seeking Answers" contains: (13) "Silences and Images: Reading the Past." (Jaap ter Linden). (RJC)

ED 450 006   SO 031 399

Tibbitts, Felisa
Prospects for Civics Education in Transitional Democracies:
  Results of an Impact Study in Romanian Classrooms.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Conference of the
  Comparative and International Education Society (43rd, Toronto,
  Ontario, Canada, April 14-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Civics; Comparative Analysis; Foreign Countries; Grade 7; Grade 8; Instructional Effectiveness; Junior High Schools; Questionnaires; *Student Attitudes; *Student Reaction; Student Surveys
IDENTIFIERS- *Romania

An impact study was conducted in the 1994-95 and 1995-96 school years with a single cohort of Romanian students (n=109) who used experimental civics texts in the seventh and the eighth forms. The texts emphasized critical thinking, dialogue, and participatory methods of instruction. In addition to these "treatment" classrooms, comparison classroom students (attending the same school but receiving civics instruction using the official Ministry textbooks) were administered a student questionnaire. Closed-ended questions asked students to rate the importance of a series of proposed characteristics of a good citizen, as well as the importance of individual human rights listed in the survey. The two-page questionnaire included an open-ended question about what the students considered to be characteristics of a good citizen. Data from nearly 900 surveys were collected over the course of the study. Findings appear to confirm other studies that have shown a clear link between instructional methodology and the development of participatory attitudes, or "civic behavior" of students. (Contains 9 tables and 12 references.) (BT)

ED 450 007   SO 031 439

Leiterman, Hannah, Ed.

DESCRIPTORS- *Citizen Participation; Citizenship; Citizenship Education; *Competition; *Democracy; Educational Research; Foreign Countries; International Programs; *Political Attitudes; Program Evaluation; Secondary Education; *Student Attitudes; Student Surveys; Teacher Surveys
IDENTIFIERS- CIVITAS; *Hungary; *Political Awareness

This evaluation of CIVITAS-Hungary's "Citizen in a Democracy" competition relied on the analysis of a survey instrument, student and teacher interviews, field notes, audio recordings, and program artifacts. The evaluation is concerned with the effects of the "Citizen in a Democracy" competition on students, schools, and families in Hungary and includes suggestions for improvement. The report contains the following sections: "Executive Summary"; "Introduction to the Evaluation"; "Civitas-Hungary Initiatives and the Development of 'Citizen in a Democracy'"; "Methods"; "The 'Citizen in a Democracy' Competition"; "The Structure of the Observed Learning Outcome (SOLO)"; "Survey Results"; "Student Free Responses"; "Teacher Responses"; "The 'Citizen in a Democracy' Protocol and the SOLO Taxonomy"; "Summary"; "Interviews and Observations"; and "Conclusion." Contains 9 notes, 12 figures, 5 tables, and 12 references. Appendixes contain a map of CIVITAS regions with communities, schools, and participants; national competition structure and themes; program; protocol for the Hungarian competition; student instrument for the competition; teacher instrument for the competition; narrative matrix for student free responses for competition; and sample digital photos. (BT)

ED 450 030 SO 032 518

Dziuban, Charles D.; Cornett, Jeffrey W.; Moskal, Patsy D.
An Evaluation of "Citizen in a Democracy" ("Polgar a Demokraciaban"), 1998-1999 .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 118p.; For other evaluations of "Citizen in a Democracy," see SO 032 517-519.
LANGUAGE- English; Hungarian
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Citizen Participation; Citizenship; Citizenship Education; *Competition; *Democracy; Educational Research; Foreign Countries; International Programs; *Political Attitudes; Program Evaluation; Secondary Education; *Student Attitudes; Student Surveys; Teacher Attitudes; Teacher Surveys
IDENTIFIERS- CIVITAS; *Hungary; *Political Awareness

This evaluation of CIVITAS-Hungary's "Citizen in a Democracy" competition for 1999 extends the pilot study results obtained in 1998. The evaluation is concerned with the effects of the "Citizen in a Democracy" competition on students, schools, and families in Hungary. The report contains the following sections: "Executive Summary"; "The 'Citizen in a Democracy' Competition"; "Data Collection Scoring Protocols" ("Surveys"); "Final Competition Scoring Protocol"; "Data Collection Procedures"; "Data Analysis" ("Student Responses"; "Teacher Responses"; "Student Scores on the final Protocol"; "Structural Analysis of the Student Responses"); "Results" ("Student in the Regional Competition"; "Teachers in the Regional Competition"; "Students in the Final Competition"; "Teachers in the Final Competition"; "The Scoring Protocol for the Final Competition"; "The Structural Analysis of the Student Responses"); and "The 'Citizen in a Democracy' Summary and Conclusions" ("Students at related to these issues. In addition to public policy analysis, the guide asks teachers to look at their own communities and design a service project to address one of these issues of violence. The guide, outlining a curriculum which requires from one week to one month to complete, rests on two premises: (1) No single solution can fix all violence-related concerns; and (2) Everyone has responsibility for protecting youth from violence, including young people. Contains a list of supplemental Internet resources. (BT)

ED 450 051   SO 032 565

Hometown History: The Hometown History Activity Booklet.
SPONS. AGENCY- Girl Scouts of the U.S.A., New York, NY.
PUB DATE- 96
NOTE- 25p.; Developed by The History Channel.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Built Environment; *Community Change; *Community Study; Heritage Education; Historic Sites; *Local History; *Oral History; Primary Sources; Social Studies
IDENTIFIERS- Girl Scouts of the USA; *Historical Research

This booklet contains activities designed to investigate local history. The booklet's three activities will help young people learn fascinating stories from the past about their own neighborhoods. One activity is "Oral History," where a student can interview an older person about his or her experiences. Another activity is called "Building in Time," where a young person can study an historic building in the community. The third activity is called "Neighborhoods in Time," where a student can investigate changes in the community in history. Originally prepared as a community-involvement project for the Girl Scouts of the USA, these activities are appropriate for anyone interested in researching their community. (BT)

ED 450 052   SO 032 566

The American Presidency: A Glorious Burden. Teacher's Manual, Grades 4-12.
PUB DATE- 00
NOTE- 37p.; Produced with The History Channel. Support provided by Kenneth E. Behring, Chevy Chase Bank, Cisco Systems, Inc., Elizabeth and Whitney MacMillan, Heidi and Max Berry. Additional support provided by Automatic Data Processing, Inc., KPMG LLP, Sears, Roebuck and Co., and T. Rowe Price Associates, Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *History Instruction; Intermediate Grades; Internet; *Presidents of the United States; Secondary Education; Social Studies; Student Research; *United States History
IDENTIFIERS- National History Standards; Timelines; *White House

The History Channel worked with the Smithsonian National Museum of American History on the permanent exhibition, "The American Presidency: A Glorious Burden," and developed this teacher's manual for grades 4-12. The manual provides creative guidelines, useful resources, and teaching ideas. Teachers will find primary sources, suggestions for interdisciplinary activities, portfolio projects, and a time line similar to one showcased in the exhibition. The manual is divided into the national overview of the situation through the 1990s and offers findings of the projections in this report and a state-by-state summary. Tables and figures provide data on such areas as: school students, 1905-2005; teachers, all people with teaching qualifications, and all people in Australia 1996, age 25-64 years; students and teachers in Australian schools, 1955-2005; initial teacher education commencements, 1970-2000; projected surplus/shortage as a percentage of total primary and secondary teachers; projected primary and secondary supply as a percentage of projected demand; student-teacher ratios, 1990, 1995, and 1999; commencing education students, 1991 and 1998; and proportion of those with primary and secondary teaching qualifications who are teaching, 1996. (Contains 20 references.) (SM)

ED 450 073 SP 039 641

Mayes, Ann Shelton
Open University's Postgraduate Certificate in Education (UK): A Contribution to Teacher Quality, Diversity, Access and Retention through Distance Education and School-University National Partnerships.
PUB DATE- 00
NOTE- 9p.; Paper presented at the National Conference on Teacher Quality (Washington, DC, January 9-10, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; College School Cooperation; Distance Education; Diversity (Faculty); Elementary Secondary Education; Foreign Countries; Higher Education; *Nontraditional Education; *Open Universities; Partnerships in Education; *Preservice Teacher Education; Quality Control; Teacher Recruitment; Teacher Supply and Demand
IDENTIFIERS- United Kingdom

This paper describes the Open University's Postgraduate Certificate in Education, a postgraduate preservice teacher training program in the United Kingdom. The program provides access to the teaching profession for those who cannot train by conventional routes. It is characterized by: distance education; school-based partnerships; an explicit framework of outcome assessment standards; a portfolio model of formative and summative assessment; a network of support via local tutors, regional seminars, and workshops; a regional and national e-mail and e-conference system; national availability; and part-time, asynchronous, home-based study. This supported open learning and school-university partnership model has proved successful in recruiting trainee teachers in the context of a United Kingdom teacher recruitment crisis, widening access to the profession for underrepresented groups and promoting the professional dimension in teacher assessment. This teacher education model, and its systems, structures, and underlying principles, has been the basis of a number of successful international collaborations, including with the United States, where there are common issues of teacher quality, teacher recruitment, and school improvement. (SM)

ED 450 074 SP 039 647

Arends, Richard I.; Rigazio-DiGilio, Anthony J.
Beginning Teacher Induction: Research and Examples of Contemporary Practice.

cannot be excellent learning without excellent teaching. The 1985 National Teacher of the Year co-hosts this video along with the Principal-in-Residence, U.S. Department of Education. Guests panelists include teachers and administrators from schools and districts nationwide who have already created this vision for education in their own schools. Discussion focuses on such issues as: what is different about the teaching and learning in outstanding schools; a change in focus from inputs to outcomes; the importance of high quality teachers; using technology in education; the need for teachers to have high expectations for students; good communication with and participation of parents; the importance of bringing academic standards alive to the entire school community; creating a community of learners; the importance of the entire school community believing that all students can succeed; and ongoing professional development for teachers. Examples from various schools are presented. (SM)

ED 450 093 SP 039 767

Hird, Anne
Learning from Cyber-Savvy Students: How Internet-Age Kids Impact Classroom Teaching.
PUB DATE- 00
NOTE- 176p.; Funded by Rhode Island College and the Beneficient Congregational Society's Lucinda Maxfield Fund.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; Educational Research; *Educational Technology; Grade 8; *Internet; Junior High School Students; Junior High Schools; Student Research; Teaching Methods

This book describes what happens when cyber-savvy students enter classrooms wired to the Internet. It offers a preview of challenges teachers will face as they become connected to the Internet. Information comes from 6 months spent observing an 8th- grade class at Cityview School, a 4-8 school that was wired to the Internet. Participants were 34 8th graders from two interdisciplinary social studies classrooms that emphasized the research skills students need to succeed in college preparatory high school. The 10 chapters include: (1) "Introduction: Children, Adults, and the Thinking Machine"; (2) "New Possibilities for Learning: The Promise of the Internet"; (3) "Patterns of Response to Innovation: Schools and Technology"; (4) "Online and Offline: It's All Real"; (5) "Fun, But Not All Games: Living and Learning Online"; (6) "Information and Misinformation: Students' Online Research"; (7) "Meeting the Real Person First: Students' Online Relationships"; (8) "But Is It Safe? Students' Online Conduct"; (9) "The Internet Generation in School: Using Technology in the Classroom"; and (10) "Catching Up to Kids: What Schools Can Do." Two appendixes present the Cityview School Acceptable Internet Use Policy and data collection and analysis. (Contains 55 references.) (SM)

ED 450 094 SP 039 768

Tierney, William G., Ed.
Faculty Work in Schools of Education: Rethinking Roles and Rewards for the Twenty-First Century. SUNY Series, Frontiers in Education.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 01

Eliminating Barriers to Improving Teaching.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Accountability; Educational Change; Educational Finance; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Faculty Development; Labor Turnover; Leaders; Leadership; Teacher Certification; Teacher Collaboration; Teacher Competencies; Teacher Persistence; *Teaching (Occupation)
IDENTIFIERS- *Barriers to Change

This report examines six policies and practices that are often barriers to quality teaching, presenting examples of programs and activities designed to eliminate specific barriers to quality teaching. The policies and practices are: recruitment of quality teachers (barriers include lack of incentives to teach, bureaucratic practices, and inadequate assessment of needs); preparation of quality teachers (including such barriers as lack of rigorous standards, inadequate support and status, and lack of accountability and collaboration); certification of effective teachers (barriers are low standards and bureaucratic practices); professional development for teachers (barriers include inadequate funding, insufficient time, and lack of results-driven professional development); retention of quality teachers (barriers include lack of opportunities to advance, poor working conditions, and weak school leadership); and development of effective leaders (barriers include ineffective training programs, weak and bureaucratic requirements, inadequate compensation and authority, unclear and overwhelming responsibilities, and lack of professional support). The report concludes with questions and strategies for state policymakers and the U.S. Department of Education's major grant programs for improving teaching. (SM)

ED 450 114 SP 039 790

Lowden, Kevin; Powney, Janet; Davidson, Julia; James, Charlotte
The Class Moves! R Pilot in Scotland and Wales: An Evaluation. Research Report Series.
PUB DATE- 01
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Health; Elementary Education; Elementary School Students; Foreign Countries; Health Promotion; *Movement Education; Parent Attitudes; *Physical Activities; *Physical Fitness; Program Effectiveness; Program Evaluation; Student Attitudes; Student Behavior; Student Motivation; Teacher Attitudes
IDENTIFIERS- Scotland; Wales

This report describes an evaluation of The Class Moves On!, a relaxation exercise program designed in the Netherlands which encourages elementary students to engage daily in various physical activities in order to increase motivation, improve concentration, raise physical awareness, enhance sensory motor development, and promote self-care and injury prevention. Researchers focused on: the nature and contents of program resources; the effectiveness of program implementation in six Scottish and Welsh pilot schools; the feasibility of the program within the classroom; and the replicability of program

The Impact of Preference for Accommodations: The Performance of English Language Learners on Large-Scale Academic Achievement Tests. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Accommodations (Disabilities); Achievement Tests; *English (Second Language); *Junior High School Students; Junior High Schools; Limited English Speaking; Scores; Test Results
IDENTIFIERS- Large Scale Assessment; *Preference Patterns

As part of a study of the inclusion of English language learners (ELLs) in large-scale assessments, this study investigated the potential role of student preference in the use of accommodations with large-scale assessments and the effects of two test accommodations, providing extra assessment time and reading test items aloud, on the standardized test performance of 106 ELLs in seventh-grade social studies classrooms. In addition, the study investigated the relationships among the accommodations students preferred and these background variables: (1) length of time in the United States; (2) amount of education prior to arrival in the United States; and (3) English language proficiency. Students completed a background questionnaire and a standardized test in social studies without accommodations. They were then asked to identify which of the two accommodations they would prefer. A parallel form of the test was administered with accommodations. One third of the students received the accommodation they preferred, while a third received the accommodation not of their preferences, and the other third received one of the accommodations at random. Data analysis found that students did not improve their performance significantly with either accommodation, even when given their preferred accommodation. No significant relationships were found between accommodation preference and various background variables. An appendix contains the study questionnaire. (Contains 12 tables and 21 references.) (SLD)

ED 450 136 TM 032 326

Stecher, Brian M.; Barron, Sheila L.; Chun, Tammi; Ross, Karen
The Effects of the Washington State Education Reform on Schools and Classrooms. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 98p.; For another document on this subject, see EA 030 865.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Change; Educational Practices; Elementary Education; *Principals; Program Implementation; Reading; State Programs; Surveys; Teacher Attitudes; *Teachers; Testing Programs; Writing (Composition)
IDENTIFIERS- *Reform Efforts; *Washington

The effects of Washington state education reforms on schools and classrooms were studied through surveys completed by about 150 elementary and middle school principals and about 400 writing and mathematics teachers in grades 4 and 7, the grades in which

While "testwise" alpha refers to the probability of making a Type I error for a single hypothesis test, "experimentwise" error refers to the probability of having made a Type I error anywhere within the study. Experimentwise error concerns are the basis for two common statistical practices (i.e., analysis of variance (ANOVA) post hoc tests and multivariate tests), and researchers will not understand these two applications if the basic concept of experimentwise error is not understood. First, ANOVA post hoc tests implicitly incorporate a correction for experimentwise error, using adjustments similar to the Bonferroni correction. Second, experimentwise error concerns are one reason why multivariate tests are almost always vital in educational research. (Author/SLD)

ED 450 158   TM 032 348

McMillan, James H.; Lawson, Sonya R.
Secondary Science Teachers' Classroom Assessment and Grading Practices.
SPONS. AGENCY- Metropolitan Educational Research Consortium, Richmond, VA.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Educational Assessment; Educational Practices; *Grading; *Science Teachers; Secondary Education; *Secondary School Teachers; *Student Evaluation; *Teacher Attitudes

This study investigated the assessment and grading practices of 213 secondary science teachers representing urban, suburban, and rural schools. Teachers indicated the extent to which they used various factors in grading students, the types of assessments used, and the cognitive level of these assessments. The results indicate a wide variation in practices. Teachers appear to conceptualize six major factors in grading students, placing greatest weight on academic performance and academic-enabling behaviors, such as effort and improvement, and much less emphasis on external benchmarks, extra credit, homework, and participation. Factor analysis for types of assessments used resulted in four components: constructed response assessments, assessment development, objective assessments, and major examinations. In terms of cognitive level of assessments, teachers differentiated between recall and higher-order thinking skills. However, there were few relationships among these components and grade level. With respect to ability level of the class, teachers of higher ability students tended to use types of assessments, cognitive levels of assessments, and grading criteria that mirrored those encouraged by recent literature, such as the use of performance assessments. Teachers of low ability students, in contrast, emphasized recall knowledge and graded homework, and focused less on academic achievement and higher order thinking. The results are discussed in light of other research indicating that teachers use a "hodgepodge" of factors when assessing and grading students. (Contains 6 tables and 18 references.) (Author/SLD)

ED 450 159   TM 032 350

Vanneman, Alan; White, Sheida
How Does NAEP Select Schools and Students?
PUB DATE- 00
NOTE- 6p.

ED 450 177   UD 033 996

Pindus, Nancy; Koralek, Robin
South Carolina Family Independence Program Process Evaluation: Overall Findings, Context, and Methods.
SPONS. AGENCY- South Carolina State Dept. of Social Services, Columbia.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Family Programs; Substance Abuse; Welfare Recipients; *Welfare Services
IDENTIFIERS- *South Carolina; State Policy; Transitional Activities; *Welfare to Work Programs

The Family Independence (FI) program transformed South Carolina's welfare program into a transitional assistance program emphasizing engagement in socially responsible behavior and participation in employment and employment-related activities. It helps families become economically independent through reform of: employment and training, welfare time limits and financial eligibility, parental responsibility, and child support enforcement. This study evaluated the FI program, addressing specific policies and provisions. It looked carefully at: the requirement for participation in substance abuse treatment, the delivery of relocation assistance services, and the implementation of three processes (conciliation and sanction procedures, education provided about transitional benefits, and the effect of limited or broad availability of programs and services on customer outcomes). Data were collected at the state, county, and individual levels through interviews, site visits, and focus groups. Overall, many FI customers were working. The program changed in philosophy toward a more holistic, family-centered approach. It had limited success incorporating substance abuse screening and treatment. Case managers needed training in several areas. Relocation assistance was not well-promoted or understood. Counties were moving toward being more lenient about imposing conciliation and sanctions. Child care and transportation were welfare recipients' two main unmet needs. Site profiles are appended. (Contains 10 references.) (SM)

ED 450 178   UD 033 998

Seifert, Elli; Stauffer, Carol
Homeless, Not Hopeless. An Informational Guide for School Personnel: Understanding and Educating Homeless Students.
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Access to Education; Children; Elementary Secondary Education; *Equal Education; *Homeless People; *Public Schools; Student Behavior
IDENTIFIERS- *Saint Paul Public Schools MN; Stewart B McKinney Homeless Assistance Act 1987

This guide explains how to educate homeless students within the public schools, focusing on the Saint Paul, Minnesota, public schools. Section 1 defines homelessness. Section 2 presents

ED 450 197 UD 034 018

Fuller, Howard L.
The Saturation Campaign of Lies and Distortions about Educational Vouchers.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of Educational Options for African Americans (2nd, Milwaukee, WI, March 2-5, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Admission (School); Educational Finance; *Educational Vouchers; Elementary Secondary Education; Low Income Groups; Private School Aid; Private Schools; Public Schools; Racial Segregation; *School Choice; Special Needs Students

This paper asserts that a campaign of "distortions and lies" about educational vouchers is being conducted by opponents of expanded educational options for low-income parents. It suggests that aspects of the voucher debate are subject to frequent distortion, refuting myths that are being spread. These focus on such issues as: overall admission practices in public and private schools; admission practices for special education students in public and private schools; other private school practices and issues (e.g., voucher programs siphon the best students from public schools, and vouchers are not helping the children they were designed to help); racial segregation; fiscal issues; and academic achievement. The paper concludes that the anti-voucher campaign is having an affect, and two groups must accept responsibility for calling attention to these "lies" and repudiating them: the news media and citizens on all sides of the issue. It recommends that these groups hold accountable the perpetrators of such "lies" and urge elected policymakers to reject distortions designed to block a fair debate of the issue. (Contains 34 references.) (SM)

ED 450 198 UD 034 019

Fine, Melinda
Creating Inclusive Communities: An Inquiry into Organizational Approaches to Pursuing Diversity.
PUB DATE- 00
NOTE- 38p.; Also published by the National Youth Leadership Council, Service-Learning Diversity Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Consciousness Raising; *Cultural Pluralism; *Diversity (Student); Elementary Secondary Education; School Community Programs; *Service Learning
IDENTIFIERS- *Diversity (Groups)

This report grew out of an effort by the Learning In Deed initiative of the W.K. Kellogg Foundation to strengthen diversity in K-12 service learning by increasing diversity among students, practitioners, and advocates and ensuring that conceptions underlying service opportunities foster diversity priorities. The report presents approaches and activities described in interviews with 18 practitioners, researchers, activists, and consultants that reflect promising diversity work undertaken by groups and organizations in the nonprofit, they did provide off campus library services. Responding institutions provided information regarding the number of off campus courses supported and average numbers of off-campus students. Academic libraries responded to questions relating to their use of core off-campus collections; the number of "known item" and "subject" requests received; their toll-free phone service; the advertising and promotion of off campus library services; the professional and non-professional staffing of such services; the funding of such programs; involvement in off campus curriculum development; and that cooperative activities surrounding off campus libraries services. Notable findings indicated that in general, across Canada, "western" programs generally had stronger and more sophisticated off campus library support programs than "eastern" ones. Most off campus library support programs could be funded for under $20,000 per year if salaries were excluded. There has been a significant increase in the volume of requests made from off campus library support programs in 1999, compared to 1988 levels. There has also been an approximately 25% increase in access to overall off campus services between the 1988 and 1999 surveys. Appendices contain the survey's "other" or "additional" remarks by institution, and the English and French versions of the survey instrument. (Contains 37 tables.) (Author)

ED 449 807   IR 057 976

Adcock, Donald C., Ed.
A Planning Guide for Information Power: Building Partnerships for Learning with School Library Media Program Assessment Rubric for the 21st Century. The AASL Line Series.
PUB DATE- 99
NOTE- 46p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; *Learning Resources Centers; *Library Planning; Library Policy; *Library Services; *Program Evaluation; *School Libraries
IDENTIFIERS- *Information Power (AASL AECT)

This guide is designed to assist library media specialists in achieving the outstanding, comprehensive library media program outlined in "Information Power: Building Partnerships for Learning," published by the American Library Association and the Association for Educational Communications and Technology. The guide contains the following sections: (1) The Planning Process; (2) Preparing for the Planning Process; (3) Planning the First Committee Meeting; (4) Developing Your Mission Statement; (5) Developing Goals and Objectives; (6) Collecting Needed Information; (7) Developing Action Plans; (8) Evaluating the Library Media Program; (9) One Final Word; and (10) Action Plan Worksheet. A school library media program assessment rubric for the 21st century is presented that includes target indicators in the areas of teaching and learning, information access and delivery, and program administration. Also included are a glossary and a list of policies that determine the quality of the library media center programs. (MES)

ED 449 808   IR 057 978

New Emphasis for the Centre for Curriculum, Transfer and Technology. In Prior Learning Assessment (PLA), the Centre is shifting from supporting the expansion of PLA to assisting institutions to improve the ways in which all assessment is conducted. Over the past year, the Centre has undergone significant organizational restructuring in order to become more service-oriented, integrated, flexible and cost efficient. Last year, the Centre provided consulting services in the area of Learning Outcomes by delivering presentations and workshops about curriculum and program development at 15 institutions in order to build on the outcomes and assessment expertise that exists in BC. Appendix shows a list of documents that have been submitted to the Ministry of Advanced Education, Training and Technology. (JA)

ED 449 826 JC 010 136

Austin Community College 1998-99 Fact Book.
PUB DATE- 99
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; College Programs; Community Colleges; Educational Finance; *Institutional Characteristics; *Institutional Evaluation; School Demography; Tables (Data); Two Year Colleges
IDENTIFIERS- *Austin Community College TX

This report provides various facts about Austin Community College (ACC) (Texas). It addresses general school information, budget and finance, credit programs, college credit student profile, credit degrees and awards, campus demographics, alternative credit and adult education, faculty and staff, and facilities and instructional sites. The college was established in December 1972 by voters of the Austin Independent School District. Presently, the college maintains six full-time campuses in addition to the Highland Business Center, which houses the administration offices and a business training center. ACC receives its funds from three primary sources of revenues: state funding, property taxes, and student tuition and fees. ACC's tuition is among the highest of any community college in Texas. Unlike state reimbursement, tuition and fee income may be spent for any college purpose, including retirement of revenue bonds which could be used for limited construction purposes. ACC's educational programs include workforce programs and academic/ transfer courses. The college offers 16 Associate of Arts programs and 12 Associate of Science programs. In fall 1998, 39.0% of the students were between 16 and 21 years of age and 36.3% were between 22 and 30. Contains numerous charts and tables. (JA)

ED 449 827 JC 010 137

Report on Staffing and Salaries, Fall 1998.
PUB DATE- 99
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Administration; *College Faculty; *Community Colleges; Employment; *Enrollment; Faculty College Relationship; *Institutional Characteristics; School Personnel;

colleges that work, but are not often included in the literature. While all colleges considered developmental programs to be important, some colleges (generally those with little or no minority enrollment) did not have developmental programs, while others lacked evaluation procedures for their programs. Four factors were found to impact the quality of evaluations: (1) level of student preparedness when entering college; (2) amount of funds colleges provide to evaluators; (3) knowledge-level of evaluators; and (4) the degree to which some type of accountability factor is associated with the evaluation. The study concludes with 10 recommendations for improving evaluation procedures for developmental programs. (Contains 27 references and an appendix containing respondent college contact information.) (PGS)

ED 449 847 JC 010 164

Taylor, John A.
Adult Degree Completion Programs: A Report to the Board of Trustees from the Task Force on Adult Degree Completion Programs and the Award of Credit for Prior Learning at the Baccalaureate Level.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Programs; Bachelors Degrees; College Credits; Continuing Education; Degrees (Academic); External Degree Programs; Higher Education; *Nontraditional Students; *Prior Learning; Retraining; *Special Degree Programs
IDENTIFIERS- Task Force Approach

In 1998, the North Central Association of Colleges and Schools established a fifteen-member Task Force to study the practices and procedures employed in adult degree completion programs. An adult degree completion program is identified as one that is designed especially to meet the needs of the working adult who, having acquired sixty or more college credit hours during previous enrollments, is returning to school after an extended period of absence to obtain a baccalaureate degree. The survey designed by the Task Force was completed by 78 institutions in the country. The survey report identified: (1) lessons learned regarding strengths and weaknesses of the programs; (2) exemplary principles of good practice; (3) the impact of the programs on the broader educational activities of institutional providers and the higher education community in general; and (4) strategies appropriate for an accrediting commission to use in ensuring quality in adult degree completion programs and practices without restricting access. Some of the exemplary practices reported in the study include the following: (1) faculty members are committed to serving adult learners, have appropriate credentials and participate in policy-making and professional development activities; (2) the institution offers adequate administrative support, financial and institutional resources to ensure the effectiveness of the programs; and (3) the institution provides access to a range of student services including admissions, financial aid, academic advising, delivery of course materials, and counseling and placement services. Contains 20 references and 5 appendices. (KS)

ED 449 848 JC 010 165

Collegewide Faculty Handbook.

assisting, and registered nursing. Each career article provides a description of job duties; certification, licensing, and personal requirements; ways to enter the field after students complete their education; salary information; an employment outlook; and sources of additional information to contact to learn more about the career. The book also highlights the advantages of acquiring an associate degree in a growing number of high-demand areas; addresses the question of whether one should attend a two-year institution or not; and introduces some important considerations. The community college's unique and comprehensive mission, which has traditionally placed emphasis on flexibility and outreach, is particularly suited to a society in need of rapid, customized responses. For example, digital transmissions will soon be the norm for telecommunications--not only do modern offices require data communications systems, but cable companies are investing in fiber optics to offer digital TV, as well as quality phone service. Certification isn't required of fiber optics technicians, but may be available from local community colleges and training programs. (JA)

ED 449 868 JC 990 499

Historical Course Registration Report and Historical Departmental Activity & Instructional Workload Measures, University of Hawaii Community Colleges, Fall 1992-Fall 1996.
PUB DATE- 97
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Class Size; *Community Colleges; *Educational History; *Enrollment; Faculty Workload; Full Time Equivalency; *Institutional Characteristics; Two Year Colleges
IDENTIFIERS- *University of Hawaii Community College System

This document is a historical report of enrollment-related data spanning fall 1992 to fall 1996 for the University of Hawaii Community Colleges. The system consists of seven campuses: Hawaii, Honolulu, Kapiolani, Kauai, Leeward, Maui, and Windward. The report is presented in two parts, with data being presented in graphs and tables. The first part covers the historical course registration. This section provides information on the overall student semester hours, number of classes, course full-time equivalent (FTE), and average class size. Student semester hours and average class size are broken down further by each campus. Overall, the number of student semester hours increased between 1992 and 1994 and decreased in the last two years. The number of classes offered decreased slightly each year between 1993 and 1996. Average class size in occupational and vocational courses steadily increased over the period measured, while class size for general academic courses peaked in 1995. The second part of the report entails the historical departmental activity and instructional workload measures. Graphs are used to show total student/faculty ratio, student faculty ratio for each campus, total equivalent semester hours per faculty, and equivalent semester hours per faculty for each campus. The overall student/faculty ratio for the system increased from 17.1 to 18.4 between 1992 and 1996, and the number of analytical full-time equivalent faculty decreased from 909 to 848 over the same period. (JJL)

ED 449 869 JC 990 500

Distribution of Grades, Credits Earned Ratios, Course Completion the conceptualization of time (cyclical patterns, linear patterns, time as an organizational tool, time as values, the politics of time, time as a changing and evolving concept); (3) trends in time use (overall increase in time stress, children's impact on time use, family type effects on time use, gender disparities in time use associated with parenting, importance of employment status for understanding time crunch); and (4) implications of these time trends for understanding family dynamics (gender politics of time in families, children versus parents in the controlling of time, the politics of finding and preserving family time--ideals, reality, and discordance). Contains 29 references. (EV)

ED 449 888   PS 029 173

Rosenthal, Carolyn J.; Gladstone, James
Grandparenthood in Canada. Contemporary Family Trends.
PUB DATE- 00
NOTE- 53p.; Also available in French.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Demography; Family Life; *Family Relationship; Foreign Countries; *Grandparents; Grandparents Raising Grandchildren; Parent Child Relationship
IDENTIFIERS- *Canada; *Grandparent Grandchild Relationship

This paper examines the diversity of experiences associated with grandparenting, as well as identifying factors that contribute to this diversity. The focus is grandparents in Canada, but international research is included as well. Following a list of highlights and an introduction, the paper addresses: (1) the demographic context of grandparenthood (e.g., what factors influence whether individuals will become grandparents?); (2) meanings associated with grandparenthood; (3) contact, help, and emotional closeness (e.g., how much contact do grandparents and grandchildren have with each other?); (4) sources of diversity in grandparent-grandchild relationships (e.g., geographic proximity, gender, age, race, and health); and (5) expectations and rights of grandparents. Contains 95 references. (EV)

ED 449 889   PS 029 176

Nikoltsos, Catherine
Folk Arts--Traditional Arts of Greece: Art Activities with Fibers, Fabrics and Weaving for Young Children.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Activities; Childrens Art; Foreign Countries; *Handicrafts; *Preschool Children; Preschool Education
IDENTIFIERS- *Folk Art; *Greece; Textiles; Weaving

This paper describes a developmental arts activities program for preschool children centered on traditional Greek arts. The program's elements include discussion and observation of traditional arts, collection and categorization of textile materials, manipulation of the materials, production and work with the materials to construct various designs and objects, and evaluation by the children. The paper describes specific the volume provides art, music, dramatic play, group discussion, and story time activities. Themes include animals; caring for ourselves, our world, and others; different homes; things that can be filled; occupations; senses; and things big kids do. The volume also provides detailed instructions for each activity, specifying the materials needed and explaining how the activity facilitates certain language, social, cognitive, and motor skills. (HTH)

ED 449 907   PS 029 202

Hawley, Theresa
Safe Start: How Early Experiences Can Help Reduce Violence. An Ounce of Prevention Fund Paper.
SPONS. AGENCY- American Legion Child Welfare Foundation, Inc., Indianapolis, IN.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Safety; Early Childhood Education; *Early Experience; Family Programs; Home Visits; Preschool Children; *Prevention; *Violence

Noting that many communities have overlooked a promising approach to reducing violence in the United States, this report examines early risk factors for violence and discusses the potential of prevention and intervention programs for children ages birth to 5 years. The report defines violence and discusses the importance of early experiences in learning self-control for predisposing the child to respond appropriately to future situations. Early risk factors for violence are described: (1) child abuse and neglect; (2) witnessing violence; and (3) brain damage resulting from severe physical abuse or prenatal drug exposure. The report further presents promising interventions, including home visiting and parent support programs, early childhood education and care, and services for children who witness or who are the targets of violence. The report concludes that research on effective interventions provides hope that communities can substantially reduce violence by investing in young children and their families. (Contains 19 reference notes.) (KB)

ED 449 908   PS 029 204

Vandenbroeck, Michel
Self-Awareness, Cultural Identity and Connectedness: Three Terms To (Re)Define in Anti-Bias Work.
PUB DATE- 00
NOTE- 9p.; Paper presented at the European Conference on Quality in Early Childhood Education (EECERA) Conference (10th, London, England, August 29-September 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Education; Cultural Influences; Cultural Pluralism; Definitions; Developmental Psychology; *Early Childhood Education; *Ethnicity; Multicultural Education; Self Concept; Young Children
IDENTIFIERS- *Antibias Practices; *Identity Formation

Building a strong but flexible identity and learning to deal with providers of Indigenous literacy, numeracy, and attendance implementation plans; and appropriate funding. The bulk of this document discusses six key elements: lifting school attendance rates of Indigenous students to national levels; addressing hearing and other health problems that undermine learning for many Indigenous students; providing preschooling opportunities; training teachers in the skills and cultural awareness necessary to be effective in Indigenous communities and schools and encouraging them to remain for reasonable periods of time; ensuring that the most effective teaching methods are employed; and instituting measures of success as a basis of accountability for schools and teachers. Specific initiatives are described for each element. Appendices contain Australia's national educational goals and the national Aboriginal and Torres Strait Islander goals. (TD)

ED 449 926   RC 022 697

Moreno, Jose F., Ed.
The Elusive Quest for Equality: 150 Years of Chicano/Chicana Education. Harvard Educational Review Reprint Series No. 32.
PUB DATE- 99
NOTE- 218p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Acculturation; *Activism; Bilingual Education; Educational Attainment; *Educational Discrimination; Educational History; Elementary Secondary Education; *Equal Education; Higher Education; Hispanic American Students; *Mexican American Education; Mexican American History; Mexican Americans; *Politics of Education; Racial Segregation; *School Segregation
IDENTIFIERS- Chicano Movement; *Chicanos

The year 1998 marked the 150th anniversary of the Treaty of Guadalupe Hidalgo, which ended the Mexican-American War, formalized the appropriation of half of Mexico's territory, and guaranteed Mexican-origin people in the appropriated territory the rights of U.S. citizens. The United States reneged on this promise almost immediately. Public education became a tool for the eradication of Mexican American culture and identity, and today the Chicano community's quest for a just and equitable education remains elusive. This book draws on a forum of scholars, teachers, activists, and students who met in Irvine, California, in April 1998. Themes include the historical development of Chicano education and the effects of language, segregation, Americanization, and resistance on that development. Following a foreword (Manuel N. Gomez) and introduction (Jose F. Moreno, Frank Garcia Berumen), the nine chapters are: "The Treaty of Guadalupe Hidalgo and the Racialization of the Mexican Population" (Martha Menchaca); "The Schooling of Mexicanos in the Southwest, 1848-1891" (Guadalupe San Miguel, Jr.); "Segregation and the Education of Mexican Children, 1900-1940" (Gilbert G. Gonzalez); "Chicana/o Education from the Civil Rights Era to the Present" (Dolores Delgado Bernal); "Politics Matters: Educational Policy and Chicano Students" (Gary Orfield); "Educational Testing and Mexican American Students: Problems and Prospects" (Richard R. Valencia); "Chicanos/as in the United States: Language, Bilingual Education, and Achievement" (Eugene E. Garcia); "Staying in the Race: The Challenge for Chicanos/as in Higher Education" (Patricia Gandara); and "150 Years of Chicano/Chicana Education: Intergenerational Platica" (transcript of dialogue among forum participants). (Contains

DESCRIPTORS- Agriculture; *Education Work Relationship; *Educational Needs; Futures (of Society); Government Role; High Schools; Industrial Training; *Labor Force Development; Lifelong Learning; *Public Policy; *Rural Development; Rural Economics; Rural Education; Rural Urban Differences
IDENTIFIERS- Globalization; *Telecommunications Infrastructure; *Value Added

Past rural policies are reviewed, noting the effects of globalization and information technology. Rural business profits can be maximized by direct cost or value-added competition, but cost competition limits the development of productive capacity and leads to unequal income distribution. In contrast, value-added competition could create steep earning and learning curves, promote broadly shared prosperity, and strengthen civic society and democratic institutions. Two necessary elements of high value-added strategies are human resource development and telecommunications. The skills most in demand are computer, interpersonal/teamwork, and problem solving skills. Rural manufacturers have the most trouble finding workers with these skills in counties with low high school graduation rates. Rural areas have closed their educational achievement gaps with central cities, but both still lag behind suburban areas, and all fall short in preparing students for a more competitive and knowledge-intensive world. Rural enterprises are less likely than their urban counterparts to provide worker training. There is evidence that imaginative incentive regulations and competitive market disciplines would make it economically feasible to bring high-quality telecommunications to rural areas. Rural policy should encourage value-added competition by encouraging the development of high-performance companies through education and training systems and have safety nets for conditions over which people have little control. Rural policy should not give inordinate attention to agriculture, but should consider agriculture to be an important component of the rural and national economies. (Contains 32 references.) (TD)

ED 449 944   RC 022 807

Cornell, Stephen
Enhancing Rural Leadership and Institutions.
PUB DATE- 00
NOTE- 21p.; In: Beyond Agriculture: New Policies for Rural America; see RC 022 804.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Control; Community Leaders; Decentralization; Economic Development; Institutional Characteristics; *Institutional Role; *Leadership Qualities; Leadership Training; Long Range Planning; *Reservation American Indians; *Rural Development; *Self Determination; *Strategic Planning; Tribal Sovereignty
IDENTIFIERS- *Local Control

Research on economic development efforts among 70 American Indian tribes, mostly in rural areas, yields information that may be applicable to rural areas generally. Local control matters--when decisions move into the hands of those whose future is at stake, the decision makers bear the consequences of their decisions, resulting in better decision making over time. Current trends in governmental devolution support the importance of local control. Local control must be backed up by

LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biodiversity; Cognitive Style; *Conservation (Environment); Data Collection; Environmental Education; Exhibits; *Outreach Programs; *Program Development; Program Evaluation
IDENTIFIERS- Presentations

This manual was developed for educators and natural resource managers who are establishing interpretive programs where biodiversity is the richest and most threatened. The manual contains five units which are based on the experiences of staff at the American Museum of Natural History and represent the key steps of designing an interpretation program. Units include: (1) Program Development, which describes how to develop interpretive programs to encourage biodiversity conservation; (2) Interpretive Exhibits, which displays graphics or objects assembled to convey a message to viewers; (3) Interpretive Presentations, which covers presentations offered by interpretive centers such as activities or guided tours; (4) Community Outreach, which encourages environmental facilitators to "reach out" beyond the walls of an interpretive center; and (5) Evaluation Process, which discusses evaluating the interpretive program. Key terms are listed at the back of the manual. (YDS)

ED 449 962 SE 063 944

Project 2061: Science Literacy for a Changing Future. Update 1998-99.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Andrew W. Mellon Foundation, New York, NY.; Pew Charitable Trusts, Philadelphia, PA.; National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 25p.; For Update 1997, see ED 406 228. Also supported by the Robert N. Noyce Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community; *Educational Change; Elementary Secondary Education; *Professional Development; *Science Curriculum; Science Education; *Scientific Literacy
IDENTIFIERS- American Association for Advancement of Science; *Benchmarks for Science Literacy; Project 2061 (AAAS); Science for All Americans

This booklet describes Project 2061 and the strategies and tools for the improvement of education. It is divided into five sections: (1) Clear and Specific Learning Goals, which explains scientific literacy and defines the benchmarks for science literacy; (2) Preparation and Support for Teachers, which explains Project 2061 professional development programs and lists resources for science literacy; (3) Textbook and Test Alignment, which explains the steps of curriculum material analysis according to Project 2061; (4) K-12 Curriculum Coherence, which discusses strategies and techniques for aligning the entire curriculum to the standards; and (5) Community-wide Commitment, which explains the blueprint of the reform movement. (YDS)

ED 449 963 SE 064 143

Algebraic Thinking: Implications for Rethinking Pedagogy and Professional Development.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Algebra; Elementary Secondary Education; Mathematics Curriculum; *Mathematics Instruction; Professional Development; Teaching Methods; *Thinking Skills

The recent call for "algebra for all" provided not only the impetus for teaching elementary students differently, but also for changing the way teachers are trained. University mathematics courses for pre-service teachers have undergone changes, and professional development sessions for in-service teachers have been created. The Mid-continent Research for Education and Learning (McREL) has responded to the need to reconceptualize algebra for in-service teachers by initiating a professional development series aimed at training teachers, instructional coordinators, and other school personnel at the elementary school level in algebraic thinking. This report describes the Algebraic Thinking series at McREL and its evaluations. The results of two phases and follow-ups of the implications of the series are discussed. The report also discusses political and policy contexts, related curricula, and professional development, while drawing conclusions. (ASK)

ED 449 984 SE 064 509

Sharp, Janet M.
Results of Using Writing Tasks To Enhance Fourth-Grade Children's Acquisition of Fraction Knowledge.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Content Area Writing; *Fractions; Grade 4; Intermediate Grades; Learning; *Mathematics Instruction; Teaching Methods

Schumacher and Nash (1991) theorize that writing provides an avenue for people to reorganize their knowledge. Kieren (1988) is one of several researchers who theorize that children's school fraction experiences should begin with personal knowledge of fractions. The purpose of this study was to determine whether or not children who engaged in journal writing about fractional situations showed an increase in fraction knowledge. Two groups of fourth-grade children at a large, Southwestern United States, urban elementary school participated in the study. One group completed a four-week intermittent writing experiment. The other group had no such experience. The results of this study indicated a significant difference between pre- and post-test scores for the writing group children. The results add evidence to the theory that writing causes learning and call teachers to provide writing situations associated with children's existing informal knowledge of fractions. (Contains 35 references.) (Author/ASK)

Youth Summits: Engaging Young People in Violence Prevention. Technical Assistance Bulletin.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Citizenship Education; *Law Related Education; Learning Activities; *Prevention; Secondary Education; *Social Problems; Social Studies; *Violence; *Youth Programs
IDENTIFIERS- *Youth for Justice

This Technical Assistance Bulletin addresses the youth summit component of the Youth for Justice program. The Youth for Justice program of the U.S. Office of Juvenile Justice and Delinquency Prevention (OJJDP) is a national law-related education (LRE) initiative designed to give young people a better understanding of the law and equip them with strategies for active involvement in solving national problems, particularly violence by and against youth. Youth summits bring together students from diverse backgrounds and ask them to work together. By involving young people in solving the problem of youth violence rather than imposing "treatment" on them, youth summits have a real impact on young people's behavior by showing them how they can be part of the solution. The bulletin's articles discuss youth summits and OJJDP; the involvement of lawyers in LRE; examples of young people confronting problems through youth summits; exemplary youth summits in Delaware, Minnesota, Oregon, and Illinois; and Canadian youth summits. Lists 13 youth summit resources. (BT)

ED 450 008   SO 031 605

Carvalho, Maria Eulina Pessoa de; Jeria, Jorge
Community-School Relations. Current Policies of Parental Involvement and Community Participation. Cases in Brazil and Chile.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Conference of the Comparative and International Education Society (43rd, Toronto, Ontario, Canada, April 14-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; Developing Nations; *Educational Change; *Educational Policy; Educational Research; Foreign Countries; *Parent Participation; Public Schools; *School Community Relationship
IDENTIFIERS- *Brazil; *Chile; Latin America

Current educational policy in Latin America has been aiming to include community participation in a wider spectrum as part of decentralization reform. Much of the rhetoric of these policies seems to originate from neo-liberal policies of State modernization carried out under the auspices of international organizations. Based on a critical review of the literature relating to educational reform and participation in Chile and Brazil, this study examines current policies on school participation by parents and community members with reference to cases in both countries. Findings suggest that participation in school governance has been more a conquest of teachers than of parents, and community participation, in its broadest sense, remains an appealing maxim. (Contains 17 references.) (BT) the Regional Level"; "Teachers at the Regional Level"; "Students at the Final Level"; "Teachers at the Final Level"; "The Scoring Protocol for the Final Competition"; "An Explanatory Structure for the 'Citizen in a Democracy'"). Contains 38 figures, 13 tables, and 3 references. Appendixes contain final competition program, regional competition protocol, survey instruments, final scores, regional teachers' comments, final students' comments, and photographs from the final competition. (BT)

ED 450 031 SO 032 519

Dziuban, Charles D.; Cornett, Jeffrey W.; Moskal, Patsy D.; Gyori, David
A Three Year Evaluation of "Citizen in a Democracy" ("Polgar a Demokraciaban," 1997-2000 .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 79p.; For other evaluations of "Citizen in a Democracy," see SO 032 517-518.
LANGUAGE- English; Hungarian
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Citizen Participation; Citizenship Education; *Competition; *Democracy; Educational Research; Foreign Countries; International Programs; *Political Attitudes; *Program Evaluation; Student Attitudes; Student Surveys; Teacher Attitudes; Teacher Surveys
IDENTIFIERS- CIVITAS; *Hungary; *Political Awareness

The Hungarian CIVITAS program, working with the Florida Law Related Education Association (FLREA) and researchers from the University of Central Florida, conducted a three-year evaluation of the "Citizen in a Democracy" competition. Over this period the program grew rapidly in size and quality, involving thousands of students and hundreds of teachers who participated in local and regional competitions throughout Hungary. The final competition is held each spring in Budapest, where the best student teams come together, debating the implications, opportunities, and responsibilities of Hungarian civic life before a panel of distinguished judges. This evaluation report is divided into the following sections: "The Evaluation Design"; "The Information Protocols"; "Findings from the First Two Years"; "A Structural Model of the Citizen in a Democracy Competition"; "Student Responses to the 1999-2000 Citizen in a Democracy Competition"; "Teacher Reactions to the 1999-2000 Citizen in a Democracy Competition"; "Correlations of the Protocol Section Scores with the Final Outcome"; "The Three Year Trends"; "Fieldwork and Teacher Training"; "Focus Group Findings"; "National Competition Interviews"; "Videotape and Digital Pictures as Phenomenological Inquiry"; and "Future Directions for the Evaluation." Contains 3 notes, 16 figures, 7 tables, and 10 references. Appendixes contain a summary of the Structure of the Observed Learning Outcomes (SOLO) taxonomy; scoring protocol for the 1999-2000 competition; final results for the 1999-2000 competition; student and teacher data collection instruments for the 1999-2000 competition; map of CIVITAS regions; biographical and interview transcriptions; and digital pictures of the 1999-2000 competition. (BT)

ED 450 032 SO 032 520

Bredin, Elizabeth Shear
How Can I Get an Idea Like That? A Student Guide to the Hemphill

following grade-level sections: "Section One: Grades Four through Six" (I. "Campaigning: Styles and Slogans"; II. "Inauguration: Understanding Primary Sources"; III. "What Does the President Do? A Current Events Project"; IV. "Life in the White House: Internet Research"; V. "Assassination and Mourning: Recording Oral History"); "Section Two: Grades Seven through Nine" (I. "Campaigns and Elections: Slogans, Symbols, and Voters"; II. "Roles and Responsibilities: Ranking the Presidents"; III. "Life in the White House and After the Presidency: Internet Research"; IV. "Assassination and Mourning: Losing a President"; V. "Communicating the Presidency: The Media and Public Opinion"); and "Section Three: Grades Ten through Twelve" (I. "Campaigns and Elections: From the Front Porch to Your T.V."; II. "Roles and Responsibilities: One Day in the Life of a President"; III. "Limits of Power: Analyzing Political Cartoons"; IV. "Assassination and Mourning: Recording Oral Histories"; V. "Communicating the Presidency: The Media and Public Opinion"). A resource list includes 15 books and 14 web sites. (BT)

ED 450 053 SO 032 570

van 't Hooft, Mark
Making Theory-Practice Connections in a Social Studies Methods Course: A Case Study.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (80th, San Antonio, TX, November 17-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Classroom Research; Curriculum Development; Data Analysis; Hermeneutics; Higher Education; *Knowledge Base for Teaching; *Methods Courses; Naturalistic Observation; Preservice Teacher Education; *Social Studies; *Theory Practice Relationship
IDENTIFIERS- Teaching Research

This study investigated whether or not students apply educational theory to practical situations when they are involved in a learning process that starts from their own educational experiences and "Gestalts," the holistic unity of knowledge, feelings, values, and meanings linked to concrete situations encountered before, and colored by subjective and value-laden experiences. A curriculum was created that alternated practical experiences and classroom learning within the limits of the course. Additionally, there were opportunities for reflection on, and improvement of, students' educational practices. The study, designed as a case study ("Julia") took place at a university in the Great Lakes region, mostly in the classroom where the social studies methods course was taught. Data consisted of field notes and Julia's class assignments: lesson plans, unit plans, micro teaching materials, and reflection. Julia was interviewed twice, and the researcher kept a journal of thoughts and feelings about the project. Case study data were analyzed using the concept of emergent themes. Based on data analysis an interpretation of the case study was created, using a hermeneutic approach. Julia's case is a good example of what can happen if a student advances in a teacher education program without getting the theoretical and practical knowledge needed for teaching. Displaying a traditional belief system related to teaching, Julia's definition of teaching fits the banking model of education (Freire, 1970), and the question

PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the Japan-United States Teacher Education Consortium (JUSTEC) (July 2000). "This report summarizes a larger study on Teacher Induction and Mentoring conducted by Richard Arends and Nancy Winitzky in 1999."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Faculty Development; Mentors; School Districts; State Government; State Programs; Teacher Improvement; Teacher Qualifications

This paper: reviews research on beginning teacher induction programs, summarizing previous reviews of the topic; identifies various state- and local-level induction programs, analyzing best practices that exist today; makes recommendations based on the research and on best practice for state and local policy development and for program development and implementation; and analyzes current trends in regard to the future development of teacher induction programs. Research review results include such findings as: released time and/or load reduction for mentors and beginners is essential; training mentors results in higher mentor effectiveness; and active principal support and involvement is necessary. The discussion of induction practices details district-based programs, a union-supported induction system, and state-based programs. Ten recommendations for induction programs include: obtain clarity about program goals and purposes; provide a research-based, ethically sound definition of effective teaching; and develop and implement an effective evaluation component for the induction program itself. Several common policy characteristics include: clarity of purpose; appropriate time frame for implementation; and political and financial commitment at all levels. Trends in teacher induction include: renewed interest in teacher induction and connecting induction to standards, licensing, and national certification. (Contains 104 references.) (SM)

ED 450 075 SP 039 694

Blum, Robert W.; Beuhring, Trisha; Rinehart, Peggy Mann
Protecting Teens: Beyond Race, Income and Family Structure.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 00
NOTE- 41p.; Based on data from "The Effects of Race/Ethnicity Income and Family Structure on Adolescent Risk Behaviors" by R. W. Blum, T. Beuhring, M. L. Shew, L. H. Bearing, R. E. Sieving, and M. D. Resnick. "American Journal of Public Health," December 2000.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Drinking; Family Influence; *Health Behavior; Peer Influence; Public Health; Racial Differences; Secondary Education; Secondary School Students; Sexuality; Smoking; Socioeconomic Status; Substance Abuse; Suicide; Violence; Weapons
IDENTIFIERS- *Risk Reduction; *Risk Taking Behavior

This monograph discusses how to protect adolescents by addressing health behaviors. Data come from the Add Health Survey, a comprehensive school-based study of adolescents' health-related behaviors. Secondary students answered surveys about their lives, health, friendships, self-esteem, and expectations for

NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Black Teachers; *College Faculty; Educational Change; Elementary Secondary Education; Females; Graduate Students; Higher Education; *Preservice Teacher Education; Public Education; *Schools of Education; Teacher Recruitment; Tenure
IDENTIFIERS- Teacher Socialization

This collection of papers points out problems and challenges that face schools, colleges, and departments of education as change agents try to reform them. After "Introduction: Reforming Schools, Colleges, and Departments of Education" (William G. Tierney), nine papers include: (1) "The Public Responsibility of Public Schools of Education" (Jeannie Oakes and John Rogers); (2) "Incentives for Scholarship in Education Programs" (Mary M. Kennedy); (3) "Resisting Reform: Tenure, Productivity, and the Public School Crisis" (Yvonna S. Lincoln); (4) "Faculty of Education in a Period of Systemic Reform" (William G. Tierney); (5) "The Evolving Production Functions of Schools of Education" (Sarah E. Turner); (6) "Clinical Faculty in Schools of Education: Using Staff Differentiation To Address Disparate Goals" (James C. Hearn and Melissa S. Anderson); (7) "Professors of Education and Academic Freedom: Uncharted Waters" (Philo Hutcheson); (8) "The Fragmented Paradigm: Women, Tenure, and Schools of Education" (Judith Glazer-Raymo); and (9) "Graduate Student Socialization and Its Implications for the Recruitment of African American Education Faculty" (James Soto Antony and Edward Taylor). The book ends with "Conclusion: So What Now? The Future of Education Schools in America" (Arthur Levine). (Papers contain references.) (SM)

ED 450 095 SP 039 769

Burniske, R. W.; Monke, Lowell
Breaking Down the Digital Walls: Learning To Teach in a Post-Modem World. SUNY Series, Education and Culture: Critical Factors in the Formation of Character and Community in American Life.
PUB DATE- 01
NOTE- 284p.; Foreword by Jonas F. Solitis.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Critical Thinking; *Educational Technology; Foreign Countries; *Global Approach; *Internet; *Interpersonal Communication; Secondary Education; Teacher Responsibility; Thinking Skills
IDENTIFIERS- England; Globalization; Iowa; Japan; Malaysia; South Africa; *Telecomputing

This book describes how two teachers, half a world apart, created collaborative Internet projects for high school students worldwide. Projects helped develop critical thinking, genuine dialogue, and global understanding in the classroom. Through the development of curricular projects linking classrooms in Malaysia, Japan, Iowa, South Africa, and England, teachers wrestled not only with technical problems of using the Internet, but also practical and philosophical questions related to serving their higher pedagogical purposes of nurturing genuine communication, dialogue, and argument. Nine chapters include: (1) "The Manabi Hut" (beginning the collaboration inside a hut in the Andes); (2) "The Web and the outcomes in Scottish and Welsh schools. Data collection involved teacher diaries and logs; teacher, student, and parent interviews; and classroom observations. Results indicated that the program could be adapted to Scottish and Welsh classrooms. Students and teachers considered it interesting and enjoyable, and they felt it helped students' concentration and behavior in class and significantly assisted students in relaxing and re-focusing. The program contributed to students' awareness of their bodies, health issues, and teacher-student relationships. The support of headteachers and/or administrators was crucial for staff confidence in using the program. The program could be related to aspects of the wider curriculum. Parents' knowledge of the program was limited, but parents were supportive. (SM)

ED 450 115 SP 039 791

A Report of Educator Preparation in Colorado: A Summary of Annual Reports Submitted by Colorado Educator Preparation Institutions for the Period August 31, 1999 through September 1, 2000.
PUB DATE- 00
NOTE- 18p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Graduates; Graduation; Higher Education; *Preservice Teacher Education; Tables (Data); *Teacher Certification; Teachers
IDENTIFIERS- *Colorado

This report presents data submitted by Colorado deans of education which indicate the number of education students recommended for licensure and endorsements during the 1999-00 school year. Data are presented on the following topics: Colorado institutions of higher education approved for educator preparation programs: number of students recommended for licensure and endorsements 1999-00 (total 2,901); numbers of students recommended for Colorado licensure, 1999-00 by endorsement areas (total 2,901); Colorado teacher education graduates 1972-82; Colorado teacher education graduates 1982-92; and Colorado teacher education graduates 1992-99. (SM)

ED 450 116 SP 039 792

Eberhard, Joseph; Reinhardt-Mondragon, Patricia; Stottlemyer, Bobbi
Strategies for New Teacher Retention: Creating a Climate of Authentic Professional Development for Teachers with Three or Less Years of Experience.
PUB DATE- 00
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Career Choice; Elementary Secondary Education; *Faculty Development; Job Satisfaction; *Labor Turnover; Mentors; Teacher Attitudes; Teacher Characteristics; *Teacher Persistence; Teachers
IDENTIFIERS- Emergency Teacher Certification; Texas

This study investigated problematic aspects of teaching that influenced beginning teachers' decisions to continue teaching or leave the profession. Participants were new teachers with 3 or less years of experience from 25 south Texas districts. Surveys were mailed to each campus for distribution. The survey instrument asked teachers about demographics;

students take the Washington Assessment of Student Learning (WASL) tests. The surveys asked about the respondents' familiarity with the reform and their opinions about it. Principals were also asked about the implementation of the reform, including changes to standards, curriculum, and assessments. Teachers were asked about participation in professional development and changes in their classroom practices. Surveys showed districts and schools in transition, with change not always occurring uniformly. Principals and teachers had studied the reform, and believed they understood it. Teachers were changing classroom practices with the most visible changes being those related to the WASL results. Mathematics teachers and elementary school teachers had made more changes than writing teachers and middle school teachers. The surveys also show a mixed picture about the relationship between school practices and WASL scores. Four appendixes contain examples of essential academic learning requirements for writing and mathematics, survey items included in the regression analyses, and results of the regression analyses. (Contains 35 tables, 20 figures, and 29 references.) (SLD)

ED 450 137 TM 032 327

Briars, Diane J.; Resnick, Lauren B.
Standards, Assessments--and What Else? The Essential Elements of Standards-Based School Improvement. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Educational Assessment; *Educational Change; Elementary Education; Elementary School Students; *Mathematics Achievement; Mathematics Instruction; Professional Development; Student Evaluation
IDENTIFIERS- *Pittsburgh School District PA; Reform Efforts

The effects of a nearly complete standards-based system in mathematics were evaluated. The Pittsburgh Public School system, Pennsylvania, has adopted a standards-based system that has been largely put into place between 1992 and 1998. The program includes content and performance standards, standards-based assessments, standards-based instructional materials, and standards-based professional development for teachers and administrators. Data on elementary school mathematics assessments from 1995-1996 through 1997-1998 were used to explore the effects of the implementation of this system. The New Standards Reference Examination and the Iowa Tests of Basic Skills were used to assess mathematics achievement. Taken as a whole, the standards-based policy has produced an overall rise in mathematics achievement in the school district. The most dramatic increases were achieved by the 1998 cohort of fourth graders, the first group to experience the standards-based program from kindergarten through first grade. Program implementation varied throughout the schools, but strong implementation was associated with an increase in measured achievement. Some barriers to program implementation are discussed. (Contains 8 figures, 3 tables, and 10 references.) (SLD)

ED 450 138 TM 032 328

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; *National Competency Tests; National Surveys; Participation; *Research Design; Research Methodology; *Sampling; *Selection; *Standardized Tests
IDENTIFIERS- *National Assessment of Educational Progress; National Center for Education Statistics

Each year, the National Center for Education Statistics (NCES), asks thousands of schools and students to participate in the National Assessment of Educational Progress (NAEP). Their participation allows NCES to provide accurate information nationwide on how U.S. students perform in a variety of academic subjects. The NAEP uses a multistage sampling method to select the schools and students who will participate in a given NAEP assessment. For these assessments, NCES began by dividing the country into about 1,000 geographical sampling units and then arranging schools in categories similar to those used in selection of the sampling units. NCES deliberately oversamples private schools and schools with high majority populations. NAEP national and state assessments are done separately. Once a school has been selected for either a state or national assessment, students within the school are classified by grade and then selected at random. NAEP cannot accept either schools or students as voluntary participants in NAEP. The sampling techniques that NCES uses in NAEP allow NCES to produce detailed results on student performance while using only a small sample and a minimum of student time for administration of the assessment. (SLD)

ED 450 160 TM 032 351

White, Sheida; Smith, Connie; Vanneman, Alan
How Does NAEP Ensure Consistency in Scoring?
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; *National Competency Tests; National Surveys; *Reliability; Research Design; Research Methodology; Scores; *Scoring; *Standardized Tests
IDENTIFIERS- *National Assessment of Educational Progress; *Rater Reliability

The National Center for Education Statistics (NCES) has been conducting the National Assessment of Educational Progress (NAEP) since 1969. In addition to conducting regular assessments in reading, mathematics, science, and writing, the NAEP conducts assessments in other subjects, such as geography, U.S. history, civics, and the arts. Each national assessment generates thousands of student responses that must be scored individually. The NCES and its contractors have developed a large number of special techniques to ensure that the constructed response questions of the NAEP assessments can be scored consistently. Scorers are selected carefully and then trained to score short and extended constructed response questions consistently. They are given opportunities to practice until they are thoroughly familiar with the scoring guides. For scoring purposes, student answers are converted into computer images so that all answers for a given question are grouped and scored at the same time. Scorers are monitored by supervisors and a minimum standard agreement rate is set for each question. Decisions by scorers working on current assessments are compared with decisions by past scorers when data on the increasing numbers of homeless students in the area. Section 3 describes common problems faced by homeless students, including family mobility, frequent change of schools, lack of friends, lack of basic resources, parental distress, social stigma, and loss of personal possessions and pets. Section 4 examines the impact of homelessness on children, focusing on educational issues and socio-emotional and behavioral issues. Section 5 presents strategies for school personnel (e.g., welcome the child to school, have a buddy system in place, utilize peer tutors, plan ahead, and avoid assignments requiring a television). Section 6 discusses the importance of homeless children attending school, highlighting the McKinney Homeless Assistance Act. Section 7 explains why families are homeless. Section 8 presents resources to help build safety nets of support (e.g., locations of homeless shelters, useful information to give homeless parents when they enroll their children in school, and fact sheets on homelessness). (SM)

ED 450 179   UD 033 999

Kahn, Alfred J.; Kamerman, Sheila B.
Contracting for Child & Family Services: A Mission-Sensitive Guide.
PUB DATE- 99
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Abuse; Child Advocacy; *Child Welfare; *Contracts; Federal Legislation; Foster Care; *Health Maintenance Organizations; *Privatization; Social Services
IDENTIFIERS- *Requests for Proposals

This report presents a guide to successful contracting of child and family social services during a new era in child welfare. The six chapters focus on: (1) "Privatization, Purchase of Service, Managed Care, and the Child Welfare Reform Agenda" (the continuing crisis, reforming the local child welfare delivery system, and the federal framework); (2) "Privatization, Purchase of Service, and Managed Care" (privatization, purchase-of-service contracting, managed care, and networks); (3) "Getting Started: Public Authorities and the First Decisions" (e.g., what the goals are, whether more privatization is needed, purchase of service versus managed care, whether service networks are to be part of the design, and prospects for staffing); (4) "From RFP to Contract: The Contracting Agency" (e.g., clarifying the delivery system to be created, testing the delivery system, drafting the request for proposal, and covering a portion of the Department's responsibilities); (5) "Shaping the Agreement" (rating the proposals, risk and risk sharing, outcome and performance contracting, and tough and supportive contracting); and (6) "Responding to RFPs: The Service Provider" (determining whether this should be done, weighing an independent proposal versus a consortium, and urgent considerations such as capital requirements, staffing, administrative capacity, technical qualifications, and financial risk). (SM)

ED 450 180   UD 034 001

Moffitt, Robert; Roff, Jennifer

corporate, and public sectors. These respondents believe that: diversity is a complex and evolving notion; organizations employ a common set of approaches for pursuing diversity; change within individual groups and organizations can leverage more widespread change within a field of practice; and common factors foster or inhibit diversity progress. Conditions that appear critical to diversity progress include: promoting a shared understanding of diversity priorities; linking diversity objectives to organizational mission; sharing responsibility for communication so that change occurs on multiple levels; and seeing diversity work as an ongoing process, not a project, which requires resources in keeping with this long-term perspective. The appendixes describe the study in detail. (SM)

ED 450 199   UD 034 020

Huang, Chien-Chung; Garfinkel, Irwin; Waldfogel, Jane
Child Support and Welfare Caseloads. Discussion Paper.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 00
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Support; Child Welfare; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; *Child Support Enforcement

This report tests the hypothesis that strong child support collection is associated with lower welfare caseloads. It uses annual state panel data from 1980-96 to replicate previous models and incorporate the effects of child support. The primary analysis technique is fixed effects regression of welfare caseloads with welfare caseloads as the dependent variable, and child support, demographic, economic, welfare, and political variables as independent variables. The key independent variable is the strength of the state's child support enforcement system. Results indicate that child support plays a moderate to large, and hitherto unrecognized, role in reducing welfare caseloads. Specifically, depending on the model, estimates imply that the improvement in child support collection between 1980-96 reduced welfare caseloads by 12-17 percent in 1996. The inclusion of child support largely improves the ability to explain the change in welfare caseloads that would not be explained by welfare and/or economic factors alone, although it also somewhat decreases the estimated effect of those other factors. (Contains 37 references.) (SM)

ED 450 200   UD 034 021

A Closer Look at Our Schools: A Report from the Community to the Community.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Class Size; Dropouts; *Educational Environment; *Educational Finance; Elementary Secondary Education; Enrollment Trends; Grade Repetition; *Public Schools; School Size; Special Education; Student Evaluation; Suspension; Tables (Data); Teacher Attendance;

Hook, Sara Anne, Comp.; Lees, N. Doug, Comp.; Powers, Gerald, Comp.
Post-Tenure Review. SPEC Kit 261.
PUB DATE- 00
NOTE- 118p.; SPEC Flyer not included. Published six times per year.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Evaluation Criteria; Higher Education; *Librarians; *Library Policy; Library Surveys; *Personnel Evaluation; Professional Development; Questionnaires; Research Libraries; *Tenure
IDENTIFIERS- Association of Research Libraries; *Post Tenure Review

This SPEC (Systems and Procedures Exchange Center) Kit reports results of a survey of ARL (Association of Research Libraries) that examined post-tenure review of librarians throughout higher education in North America. The purpose of the survey was to identify which institutions apply post-tenure or post-continuing appointment review to library professionals, whether the policy is the same as for faculty, what the process and criteria for review are, and what the consequences and impact of review are for library professionals. A copy of the questionnaire with tabulated results is presented. The following representative documents from participating libraries are included: (1) tenure and continuing appointment policies from Colorado State University, Iowa State University, and Texas Tech University; (2) tenure criteria from Colorado State University, Iowa State University, Pennsylvania State University, and the University of Tennessee; (3) post-tenure review policy from Colorado State University, Iowa State University, the University of Florida, Pennsylvania State University, the University of Tennessee, Texas A&M University, Texas Tech University, and Virginia Tech University; (4) professional development plans from the University of Hawaii, Indiana University, and Texas A&M University; and (5) discipline and dismissal policies from Colorado State University, Iowa State University, Pennsylvania State University, and Texas Tech University. (Contains 71 references.) (MES)

ED 449 809 IR 057 979

Frank, Heidi, Comp.; Nicholson, Shawn, Comp.; Dickson, Laura, Comp.; Miller, Terri Tickle, Comp.
The Interview Process. SPEC Kit 260.
PUB DATE- 00
NOTE- 94p.; SPEC Flyer not included. Published six times per year.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Employment Interviews; Higher Education; *Librarians; *Personnel Selection; Questionnaires; *Research Libraries
IDENTIFIERS- Association of Research Libraries

This SPEC (Systems and Procedures Exchange Center) Kit reports results of a survey of ARL (Association of Research Libraries) that examined the nature and structure of the interview process at large research and academic libraries in the United States

Tables (Data); Two Year Colleges
IDENTIFIERS- California Community Colleges

The annual report provides demographic, employment, workload, and compensation information on California community college employees. It provides minimal analysis and is designed to provide reference information to persons at the state and district levels who use data on community college staffing for collective bargaining, accreditation reviews, effectiveness studies, and policy analysis. Data for this report were collected through the Chancellor's Office Management Information System from all 71 California community college districts and are presented by race and gender. The report is divided into seven sections. Section 1 provides general information for all categories of employees, including data on headcounts, full-time-equivalency (FTE), staffing levels by course disciplines/expenditure codes, and 5-year profiles of faculty headcounts and compensations. Section 2 covers full-time faculty, which includes employees with workloads greater than 60% FTE with classification of Contract, Regular, and Temporary. Section 3 offers information about teaching and nonteaching part-time faculty. Section 4 deals with academic administrators, which include certified executives, administrators, and mangers working full-time. Section 5 reports on classified administrators. Section 6 deals with classified professionals. The last section reports classified other, which includes full-time clerical/secretarial, technical/paraprofessional and plant service and maintenance employees hired under classified service. Appendix defines Staff Data Elements from the Management Information System Data Element Dictionary. (JA)

ED 449 828   JC 010 138

Abou-Sayf, Frank, K.; Pagotto, Louise; Wehrman, Steve
Academic Development Plan, 1997-2002.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Assessment; *Educational Planning; Educational Trends; Futures (of Society); Institutional Mission; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *University of Hawaii Kapiolani Community College

This document presents the Strategic Plan and Academic Development Plan for Kapi'olani Community College (KCC) (Hawaii). In addition to its liberal arts transfer mission, KCC offers the state's only programs in Health Sciences and Legal Education and the only community college nursing programs on Oahu. The goals in the Strategic Plan document maintain or add to current practices and directions. The Academic Development Plan should be used as a point of reference, as a planning document, as leverage for initiatives. KCC has as its mission to broaden access to postsecondary education in Hawaii by providing open-door opportunities for students to enter quality educational programs. The college's long-range planning process is part of a comprehensive approach which seeks to integrate academic program planning and budgeting through a participatory process involving faculty, staff, and students. Among the planned or anticipated changes are improvements in educational technology and networked communications and new models of delivery, which provide more flexibility in course offering and

PUB DATE- 00
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Policy; *College Faculty; Community Colleges; *Faculty Handbooks; Personnel Policy; *School Policy; Two Year Colleges
IDENTIFIERS- *Valencia Community College FL

This handbook provides Valencia Community College (Florida) faculty members with up-to-date and useful information regarding college policies and procedures that enhance their effort. It presents general procedures, professional responsibilities and behavior, academic issues and procedures, curriculum, faculty personnel issues, and forms important to faculty. Examples of issues covered are: (1) Accidents, incidents, and injuries on campus or at college sponsored off-campus events involving students or college employees are to be reported immediately to security and to a department chair supervisor; (2) Should it be necessary for faculty to miss a class, the chair must be notified as soon as possible. If time allows, the chair will arrange for a substitute for the class; (3) All forms of academic dishonesty are prohibited at Valencia Community College. Academic dishonesty includes, but is not limited to plagiarism, cheating, furnishing false information, forgery, alteration or misuse of documents, misconduct during a testing situation, and misuse of identification with intent to defraud or deceive; and (4) Any employee of the college who learns of behavior that may constitute sexual harassment is urged to communicate that information to an appropriate college official. To the greatest extent possible, steps should be taken to maintain the confidentiality of any allegations of sexual harassment. Appendix describes services for students with disabilities. (JA)

ED 449 849 JC 010 166

Academic Year Report, 1999-2000.
PUB DATE- 00
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Annual Reports; *College Outcomes Assessment; *Community Colleges; *Educational Finance; *Enrollment; Financial Support; Institutional Characteristics; School Effectiveness; School Personnel; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *Washington Community and Technical Colleges

This report provides a snapshot of funding, facilities, staffing, and enrollments in Washington's community and technical colleges in the 1999-2000 academic year. The report also describes key measures of student outcomes, and addresses the most frequently asked questions related to expenditures, personnel and students. Report highlights include: (1) the Washington community and technical colleges served 472,470 students in 1999-00, the largest number ever enrolled; (2) the community and technical colleges enrolled the equivalent of 153,559 full-time students (annual FTEs) each quarter in 1999-00; (3) the racial composition of the student population was

Ratios and Current Grade Point Ratios, University of Hawaii Community Colleges, Fall 1998.
PUB DATE- 99
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Community Colleges; Courses; *Credits; Educational Objectives; *Grade Point Average; *Grades (Scholastic); Majors (Students); Reports; Tables (Data); Two Year Colleges; Vocational Education
IDENTIFIERS- *University of Hawaii Community College System

This document summarizes fall 1998 data on student achievement at the University of Hawaii's seven community colleges along two dimensions: the current grade point ratios earned by students, by program; and the distribution of grades in the courses offered by the colleges. Data are presented for the system and for each individual college. The data include the grades given to and earned by all students registered for credit courses. The data are presented in five tables: (1) distribution of grades; (2) average grades assigned; (3) credits earned ratios; (4) course completion ratios; and (5) current GPRs by major and educational objective. Major findings are briefly summarized, including the following: (1) slightly less than half (49.4 percent) of the grades are "A's" and "B's"; (2) the average grade for all campuses is 2.7; (3) the credits earned ratios range from 66.7 percent (natural sciences courses) to 89.6 percent (food service and hospitality education courses); (4) the course completion ratio is 90.9 percent and ranges from 94.3% for vocational courses to 89.6% for general education courses; (5) and the current average GPR of community colleges students is 2.69, with vocational education majors earning higher GPRs (2.79) than liberal arts majors (2.59). (JJL)

ED 449 870 JC 990 526

Howard Community College (HCC) Market Share of Howard County Residents and High School Graduates: Trend Tables and Data Documentation.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Bound Students; *College Choice; College Freshmen; Community Colleges; *Enrollment; Enrollment Trends; Full Time Students; *High School Graduates; Higher Education; Part Time Students; Surveys; Tables (Data); Trend Analysis; Two Year Colleges
IDENTIFIERS- *Howard Community College MD; Maryland

This data report includes trend tables from three sources of data regarding where Howard County (Maryland) citizens and recent high school graduates attend college. These trend tables are described and documented with minimal analysis and are intended to serve as a central data source for further development of charts, presentations, and analyses of particular situations. One statewide system, SOAR, tracks recent high school graduates to public and private campuses in Maryland. Trends indicate that HCC gets 30% of the recent high school graduates who go as full-time students to Maryland campuses. Four-year trends are provided for each public high school in Howard County. The Howard County Department of Education Post Graduation Survey indicates that eighty-five percent of the respondents reported they had attended college during the first year out of school.

steps of the program, which include: (1) visits to an ethnological museum, crafts workshops, and fabric or carpet factories; (2) a folk-art corner in the classroom; (3) painting and drawing of traditional folk designs; (4) painting with string; (5) string collage and construction; (6) fabric collage and construction; and (7) weaving. Contains 19 references. (EV)

ED 449 890 PS 029 177

Hammarberg, Thomas
A School for Children with Rights: The Significance of the United Nations Convention on the Rights of the Child for Modern Education Policy. Innocenti Lectures: 1997 Lecture.
PUB DATE- 98
NOTE- 33p.; Speech presented as an Innocenti Lecture to the UNICEF International Child Development Centre (Florence, Italy, October 23, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Child Welfare; Children; *Childrens Rights; Community Role; Culturally Relevant Education; Curriculum; Developed Nations; Developing Nations; *Educational Change; Educational Opportunities; *Educational Policy; *Educational Quality; *Elementary Secondary Education; *Equal Education; Foreign Countries; Parent Role; Public Policy; Student Role; Teacher Role
IDENTIFIERS- *United Nations Convention on Rights of the Child

Noting that in both developing and developed nations schools may be found that do not reflect the vision of the United Nations Convention on Rights of the Child, this report examines the articles of the Convention dealing with education and discusses their implications for the development of educational policy. The report describes articles in the Convention dealing specifically with education: (1) Article 28 defines education as a right and recommends steps for this right to be achieved progressively and on the basis of equal opportunity; and (2) Article 29 addresses the purpose of school education. Articles delineating general principles of the Convention are also described, relating to nondiscrimination; best interests of the child; rights to life, survival, and development; and view of the child. The report maintains that the general principles outline a direction for progressive educational reform and analyzes eight areas of potential reform: (1) universal access to basic education; (2) equal opportunities; (3) the appropriate content of education; (4) cultural roots and global values; (5) new methods of learning; (6) mutual respect; (7) pupil participation; and (8) the role of teachers, parents, and the community. The report further examines differences in implementation of educational changes in developing nations, discusses the problems of inadequate resources, and notes that development has to start from the local community. The report concludes by asserting that although the global long-term trend is to give education more priority, it is not certain that the movement will be toward schooling in the spirit of the Convention. However, the Convention has the potential to make a unique contribution in every country. (Contains 19 reference notes.) (KB)

ED 449 891 PS 029 178

Powney, Janet; Malcolm, Heather; Lowden, Kevin diversity are two main educational goals for early childhood education. Because identity is replacing the older concept of race and is serving as the basis for a new form of segregation, it is necessary to redefine the terms "identity" and "cultural identity." Identity involves processes in continual flux, resulting in images of identity at a particular moment. Many children are able to deal with various identities, each with its own value system and own language. It is a mistake to confine identity to membership in a number of subcultures; rather, personal, communal, and universal elements fuse to form a unique identity. The concept of identity becomes dangerous when groups place one part of their identify so high in a hierarchy that other aspects are neglected. The Eriksonian concept of identity needs to be adapted to current society to help children build a personal, multiple self-image and sense of belonging to multiple groups. Early childhood educators can help children negotiate between different reference groups, because child care settings are where children are confronted--probably for the first time-- with society's diversity and complexity. The development of prejudice is also crucial to identity development. Although adults find it difficult to identify prejudice in young children, it is at this age that prejudice should be addressed. An active pedagogy on how to deal with diversity in the group is necessary to fulfill the socializing function of public early childhood education. By discussing forms of diversity, children gradually learn that people can have different views and still understand each other. (Contains 15 references.) (KB)

ED 449 909 PS 029 206

Kirwan, Ann
Brighter Babies, Stronger Families: How Home Visitors Help Families Grow Together. An Ounce of Prevention Fund Paper.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Experience; *Early Intervention; *Family Programs; *Family (Sociological Unit); *Home Visits; *Infants; *Parents; Program Descriptions
IDENTIFIERS- *Family Support; First Time Mothers

Noting that parents often receive little support during their child's first weeks and months, this paper discusses how voluntary home visiting for families with young children can help provide parents of all educational, economic, and cultural backgrounds with the information, advice, and support they need in their new role. The paper notes the importance of the early years for brain development, early relationships with parents and other caregivers, and development of confidence. The report presents evidence that new parents lack confidence about caring for their infant and seek support and guidance. The role of the home visitor is discussed, including ways in which home visitors build on the natural capacities and interests of a family and how they break the isolation often felt by new parents. Evidence from longitudinal studies is presented regarding the effectiveness of home visiting related to healthy child development, parent-child bonding, parental self-sufficiency, and its cost-effectiveness relative to intervention and treatment services for child abuse. Characteristics of successful home visitor programs are outlined: (1) voluntary; (2) relationship-based; (3) focused on references.) (SV)

ED 449 927 RC 022 717

Kannapel, Patricia J.; Aagaard, Lola; Coe, Pamelia; Reeves, Cynthia A.
Elementary Change: Moving toward Systemic School Reform in Rural Kentucky.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 254p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Involvement; *Educational Change; *Educational Needs; Educational Objectives; Educational Policy; Elementary Education; Elementary Schools; Leadership Training; Professional Development; Program Evaluation; Qualitative Research; *Rural Schools; School Based Management; School Districts; State Legislation; State Standards
IDENTIFIERS- Kentucky; *Kentucky Education Reform Act 1990; *Policy Implementation; Systemic Change

From 1990 to 2000, a qualitative study of the implementation of the Kentucky Education Reform Act (KERA) was conducted in four small rural school districts in Kentucky. KERA reflects key components of what would later be termed "systemic reform": a unifying set of goals that all students must attain, a coherent system of instructional guidance, and a restructured governance system. In addition, KERA has other components, such as the ungraded primary program. This book presents findings from the second phase of the 10-year study, focusing on the effects of KERA on curriculum, instruction, and student learning in six elementary schools in the four districts. In all six schools, student achievement improved, but in five schools, teachers focused more on improving whole-school performance on achievement measures than on improving the learning of each student, and had difficulty raising their expectations for low-income and minority children. KERA reforms increased classroom writing, the variety of instructional strategies, integration of subject matter, classroom computer use, and open-ended response and portfolio items for classroom assessment. However, teachers had difficulty moving beyond a teacher-directed approach, and only a few integrated technology effectively into the curriculum. Testing for accountability became the focus of the assessment system, and the KERA goal of continuous performance-based student evaluation was neglected. School-based decision-making councils did not make most key decisions as intended by KERA. The findings also note the importance of school leadership accountability goals and the need for more time for teachers in meeting school professional development. Ten appendices present KERA goals; dissemination efforts; data collection and research questions for both phases of the study; interview protocols; and characteristics of parents, students, and community members interviewed. (Contains 151 references.) (TD)

ED 449 928 RC 022 744

National Youth Development Strategy.
PUB DATE- 00
NOTE- 17p.; Published by Ausyouth, a partnership between the Office of Employment and Youth, Department of Education, Training, and Employment South Australia, and the Duke of

effective institutions, which are characterized by four elements: stability in the rules themselves, depoliticizing day-to-day business decisions, depoliticizing dispute resolution, and bureaucratic structures and procedures that can get things done predictably and reliably. The significance of effective local institutions of governance rises dramatically as local control rises. Successful economic development requires strategic thinking, a systematic examination not only of assets and opportunities but of priorities and concerns characterized by long-term thinking, systemic thinking, and a broad societal focus. Good leadership is important. Good leaders are precipitators, breaking with past habits and establishing new kinds of behavior; they are conduits for information; they encourage leadership on the part of others; and they build governing institutions that are not themselves dependent on good leadership. Rural leadership training is needed, along with research-derived models of institutional structures that work best in particular community circumstance. (Contains 37 references.) (TD)

ED 449 945 RC 022 808

Isserman, Andrew M.
Creating New Economic Opportunities: The Competitive Advantages of Rural America in the Next Century.
PUB DATE- 00
NOTE- 22p.; In: Beyond Agriculture: New Policies for Rural America; see RC 022 804.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economic Development; Employment Opportunities; *Futures (of Society); Migration Patterns; *Older Adults; Population Trends; *Public Policy; *Rural Development; *Rural Urban Differences; *Sociocultural Patterns

Much of today's rural America will be the fastest growing part of the nation in the next half century. The spread of large cities and the creation of new ones, the addition of almost 30 million senior citizens, and immigration into rural areas are powerful forces contributing to the development of rural America. Rural areas are competitive in a broad and growing range of industries, which in time will include elements of the new economy. Some rural places will be left behind. The Appalachian Regional Commission has demonstrated that successful regional development is possible, but the political will is lacking to implement it elsewhere, and rural places languish unnecessarily with poverty and unemployment. Our current statistical system makes it impossible to talk about rural America from a factual foundation, as "rural" is only defined as the absence of "metropolitan" and is confined to county boundaries. That which is rural must be defined and measured, because urban and rural are intertwined and key policy issues result from their interaction. The continuous metropolitanization of rural America is one dimension of that interaction, but metropolitanization does not mean the demise of rural activities, as demonstrated by more than a million metropolitan farmers. Rural policy must assure that growth happens on fair and wise terms conducive to both rural and urban people and activities. (Contains 14 references.) (TD)

ED 449 946 RC 022 809

Lopez, Marianne Exum

Land of Plenty: Diversity as America's Competitive Edge in Science, Engineering and Technology.
PUB DATE- 00
NOTE- 102p.; Report of the Congressional Commission on the Advancement of Women and Minorities in Science, Engineering and Technology Development.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; *Diversity (Institutional); Engineering; *Females; High Schools; Higher Education; Information Technology; *Labor Force; Labor Market; *Minority Groups; Public Opinion; Sciences

Warnings are coming from business leaders on a critical labor shortage, especially in information technology; however, representation of women, minority groups, and persons with disabilities in the U.S. science, engineering, and technology (SET) workforce could be improved. Preparing the nation for the evolving nature of work is important as well as providing an adequate number of SET workers. This document presents the recommendations of the Commission on the Advancement of Women and Minorities in Science, Engineering and Technology Development which are based on examinations of the barriers that exist for underrepresented minority groups, people with disabilities, and women in different levels of the SET pipeline. The recommendations focus on these points: (1) Precollege Education; (2) Access to Higher Education; (3) Professional Life; (4) Public Image; and (5) Nationwide Accountability. (Contains six pages of endnotes.) (YDS)

ED 449 964 SE 064 170

Cruz, Dulce Marcia; de Moraes, Marialice; Barcia, Ricardo Miranda
Tele-Learning and Distance Learning Re-Engineering Process.
PUB DATE- 98
NOTE- 7p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Constructivism (Learning); Continuing Education; *Distance Education; Educational Environment; Foreign Countries; *Interactive Television; Internet; Learning Processes; *Telecommunications
IDENTIFIERS- Brazil; *Video Teleconferencing

The adoption and use of new interactive technologies in Distance Education, especially Tele-learning is a growing tendency in the most advanced countries. Nowadays, this tendency is so strong that being interactive is seen as a necessary pre-condition. Some reasons for this are a the growing perceived value of group-working; the popularization of the constructivist model, where the process and context in which the learning happens has a significative value; the lowering prices of telecommunication equipment and transmission costs, that facilitates its application to a wide variety of purpose and objectives. Tele-learning may be seen as an answer to the demand for open and flexible learning, using different technologies, in different context, among different levels and learning styles. It also attends to the pedagogical and curricular questions of different institutions, educational or not, as well as to different philosophical and strategic goals.

ED 449 985 SE 064 512

deBettencourt, Kathleen B.; Feeney, Matthew; Barone, A. Nicole; White, Keith
Environmental Connections: A Teacher's Guide to Environmental Studies.
PUB DATE- 00
NOTE- 199p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Environment; *Environmental Education; *Learning Activities; *Resource Materials
IDENTIFIERS- *Environmental Literacy

This guide assists teachers who teach an environmental science course or include environmental topics in their curriculum. The guide is intended to help educators and students find resources that enable them to examine issues in greater depth. A brief summary of a number of environmental issues that are often mentioned in textbooks, in the media, and in scientific journals is provided. The book offers a range of resources that would be helpful in researching an environmental topic, including those textbooks that cover scientific concepts in some depth, online and print articles that explain the topic in clear and simple terms, sources of data for further analysis, and books and articles from scientific journals that present the current state of scientific understanding. Resources that analyze the economic policy aspects of issues and address the risks and tradeoffs inherent in decision-making are also included. The book is divided into 14 chapters covering topics such as water, biodiversity, air quality, global climate change, energy, forests, food and agriculture, soils, mineral resources, population studies, waste management, toxicology and risk, and environmental decision-making. (SAH)

ED 449 986 SE 064 550

Forest Treasures: The Magical World of a Hawaiian Rainforest. CD-ROM .
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 0p.; Produced by Moanalua Gardens Foundation. Funding also provided by Outrigger Hotels Hawaii.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Animals; *Biology; *Ecology; Elementary Secondary Education; Environmental Education; Optical Data Disks; *Plants (Botany); *Rainforests; Science Activities; Science Instruction; *Story Telling
IDENTIFIERS- *Hawaii

This CD-ROM helps learners discover forests in Hawaii and around the world through many science activities. Activities include climbing to the canopy where the calls of unusual birds can be heard; discovering bizarre creatures that dwell in dark, damp

ED 450 009   SO 031 673

Goodall, H. L., Jr.
Writing the New Ethnography. Ethnographic Alternatives Book Series, Volume 7.
PUB DATE- 00
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Discourse; *Ethnography; *Ethnology; Field Studies; Higher Education; Naturalistic Observation; *Research Reports; *Scholarly Writing; Social Studies
IDENTIFIERS- Authorship

This book aims to provide a foundational understanding of the writing processes associated with innovative forms of ethnographic writing. Interdisciplinary in approach, the book offers advice, examples, and exercises for every step in the ethnographic writing process, including field observation, field notes, narrative development, and editing. It offers discussions of ethics, representation, and academic institutions to prepare students for dilemmas they may face as writers in the social sciences and humanities. Following a preface, the book includes the following chapters: (1) "On Becoming an Ethnographer in the Academy"; (2) "Finding the Story in Ethnographic Words"; (3) "Representing Ethnographic Experiences: From Fieldwork to Fieldnotes to Stories"; (4) "Voice, Reflexivity, and Character: The Construction of Identities in Texts"; (5) "The Ethics of Writing Ethnography"; and (6) "The Future of New Ethnographic Writing." Each chapter contains suggestions for further reading. Contains an extensive reference list. (BT)

ED 450 010   SO 031 740

Ng, Shun Wing
The Impact of Social Class on Development of Home-School Relations in Hong Kong.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Conference of the Comparative and International Education Society (43rd, Toronto, Ontario, Canada, April 14-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; *Educational Change; Educational Research; Elementary Education; *Family School Relationship; Foreign Countries; Parent Participation; Qualitative Research; *Social Class
IDENTIFIERS- *Hong Kong; Naturalistic Research

Encouraging parents to participate in school education to improve home-school relations is one of the prime focuses in the current education reform movement in Hong Kong. However, there is a paucity of empirical studies on how parental involvement in school is affected by parental social status. This study reports the thoughts and perceptions of four parents of the middle and working class on their involvement in the schooling process of their children. By comparing the practice of how they are involved, eight categories of proposition emerged from the data. Findings indicate that parents of the working class are in a less favorable situation in participating in school

Folk Art Collection.
PUB DATE- 90
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Art Education; *Art Expression; *Artists; *Cultural Context; Elementary Secondary Education; Field Trips
IDENTIFIERS- *Folk Art; Museum Collections; National Museum of American Art DC

This guide prepares students for a visit to the Hemphill Folk Art Collection at the Smithsonian American Art Museum. The guide includes a map showing the six states from where the art works originated; questions and answers about the art; and activities for students. As students read the guide and look at the photographs of the art works, they are asked to think about why every person has the "urge to create." The following art works are shown and discussed: "Gorilla" (1976) by Felipe Benito Archuleta, a carved and painted cottonwood figure; "Ohio State University Stadium" (1984) by William Hawkins, enamel housepaint on paneling with a painted wood frame; "Bottlecap Lion" (after 1966) by an unidentified artist, a figure of carved and painted wood, bottlecaps, flashcubes, fiberboard, and plastic; "Fan Quilt, Mount Carmel" (January 16, 1893) by residents of Bourbon County, Kentucky, embroidered, appliqued, and pieced cotton, wool, and silk with paint and chromolithographic decals; "Mickey Mouse Kachina" (after 1930) by an unidentified Hopi artist, a figure of carved and painted cottonwood, feathers, and string; and "Wedding Cake Basket" (1986) by Mary Adams, sweet grass and ash splint basketry. (BT)

ED 450 033 SO 032 524

Dreeszen, Craig; Aprill, Arnold; Deasy, Richard
Learning Partnerships: Improving Learning in Schools with Arts Partners in the Community. A Guide to Arts and Education Collaboration.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Arts, Washington, DC.
PUB DATE- 99
NOTE- 29p.; Produced by the Arts Education Partnership.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Education; *Dance Education; Elementary Secondary Education; Guidelines; *Music Education; Public Schools; *School Community Programs; *School Community Relationship; Student Improvement; *Theater Arts
IDENTIFIERS- *Learning Partners

The purpose of this guide is to offer guidance to community leaders from the arts, education, business, civic, and government sectors who seek to combine their talents and resources in partnerships to address the arts and arts education needs of the young people of their community. The guide draws on and summarizes the knowledge and experience of leaders throughout the United States who have found partnerships an effective and productive approach to addressing community needs. The specific focus of the guide is on partnerships that engage multiple sectors of the community in an effort to provide arts education to students throughout an becomes what teacher educators should do about students who base teaching on these types of beliefs. Students should be made aware of their beliefs/values related to teaching, and teacher educators should look for ways to integrate theory and practice so they will be integrated in the teacher. Contains a figure and 72 references. (BT)

ED 450 054   SO 032 571

Rosenthal, Alan; Kurtz, Karl T.; Hibbing, John; Loomis, Burdett
The Case for Representative Democracy: What Americans Should Know about Their Legislatures.
PUB DATE- 01
NOTE- 66p.; A publication of the Trust for Representative Democracy.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Citizen Participation; Citizenship Education; *Democracy; Government (Administrative Body); *Government Role; Legislation; *Legislators; *Political Attitudes; Political Issues; Political Power; Public Affairs Education; Secondary Education; Social Studies
IDENTIFIERS- Representativeness; *State Legislatures; United States

This guide is a revised and adapted version of a previous monograph, "A New Public Perspective on Representative Democracy: A Guide for Legislative Interns." The guide focuses on civic perspective: how citizens view the political institutions, processes, and people that are fundamental to representative democracy in the United States. It describes the core features of representative democracy in the U.S. Congress and the state legislatures and provides exercises that enable people to make judgments about the U.S. political system. On-line resource materials augment the guide. The following chapters comprise the bulk of the guide: (1) "What Makes Legislators Tick?"; (2) "How Legislators Are Linked to Constituents"; (3) "Where People Stand"; (4) "How Special Are Interests?"; (5) "Why the Process Is Contentious"; and (6) "What Makes the System Accountable?" Contains 4 figures, 8 tables, and a resource list of books, magazines, and Web sites. (BT)

ED 450 055   SO 032 572

Thornton, Stephen J.
The Pedagogical Demands of Subject Matter: Implications for Teacher Educators.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (80th, San Antonio, TX, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Accountability; Elementary Secondary Education; Higher Education; *Knowledge Base for Teaching; *Liberal Arts; Methods Courses; *Preservice Teacher Education; *Social Studies
IDENTIFIERS- National History Standards; *Subject Content Knowledge

the future. School administrators completed surveys about school policies and procedures, teacher characteristics, health service provisions, and student characteristics. Students and parents completed interviews. Section 1 discusses resulting data on interrelationships among race, income, and family structure. Section 2 examines individual factors and friends and family influence on teen behavior. Both sections highlight cigarette use, alcohol use, suicidal thoughts and attempts, weapon-related violence, and sexual intercourse. While demographic factors influence behavior, they do not cause teens to engage in high risk behavior. It is necessary to move away from a focus on demographic factors in trying to understand adolescent health risk behaviors. Other factors are powerfully associated with exacerbating or minimizing risks to youth, and many are amenable to change. For example, being at academic risk was nearly universally associated with every health risk behavior studied. Friends and parents powerfully influenced teens' lives. When parents and families were involved, young people benefited. (SM)

ED 450 076 SP 039 746

Synovitz, Linda; Hebert, Eddie; Kelley, R. Mark; Carlson, Gerald
Sexual Knowledge of College Students in a Southern State: Related Factors and Impact of Previous Sex Education.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Elementary Secondary Education; Higher Education; *Knowledge Level; Racial Differences; Sex Differences; *Sex Education; *Sexuality; Student Attitudes; Student Behavior
IDENTIFIERS- *Sex Knowledge

This study surveyed college students in one southern state to determine their sexual knowledge, attitudes, and behaviors. A group of 915 students (602 female and 313 male) attending 4 state universities completed the Sexual Knowledge instrument during class. The instrument contained 27 sex knowledge items, 5 demographic questions, 3 items to ascertain where they received K-12 education, and 4 items to ascertain whether they had received sex education in school at any point. If they had received sex education in school, they rated the quality of their programs on 15 sexuality topics. Data analysis indicated that the students performed relatively poorly on the sexuality knowledge test, with a mean percentage score of only 55.39. Statistical differences on sexual knowledge were found on gender, race, age, year in college, and previous sex education. African-American students' scores were significantly lower than were White students' scores. Students rated the overall quality of their sex education as fair to good. The higher the students perceived their previous instruction in certain areas, the lower their knowledge scores. (Contains 27 references.) (SM)

ED 450 077 SP 039 751

LoVette, Otis; Watts, Susie; Hood, Joanne
An Investigation of Teachers' Perceptions of Their Principals' "Delegation" and "Relationships" Behavior.
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).

Plow" (the character of technology, what computers leave out, and what humans must bring); (3) "Don't Start the Evolution without Me" (descriptions of the projects); (4) "Utopian Visions, Dystopian Worries" (two early projects); (5) "Out of the Labyrinth, into the 'Net" (guiding adolescents in telecollaborative activities); (6) "The Global Suburb" (the assumption that projects enabling students to communicate with peers worldwide is beneficial); (7) "The Media Matter" (the genesis and evolution of one project); (8) "In Dreams Begin Responsibilities" (teacher responsibilities to students); and (9) "The Drama of Dialectics" (from which everything in the book springs). (Contains 135 bibliographic references.) (SM)

ED 450 096   SP 039 770

Marzano, Robert J.; Pickering, Debra J.; Pollock, Jane E.
Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement.
PUB DATE- 01
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Cooperative Learning; Cues; Differences; *Educational Research; Elementary Secondary Education; Feedback; Homework; Hypothesis Testing; Inquiry; Notetaking; Objectives; Questioning Techniques; Recognition (Achievement); Reinforcement; *Teaching Methods
IDENTIFIERS- Similarities; Summarization

This book provides information on what works in education, how teachers can find what works, how educational research can find its way into classrooms, and how teachers can apply it to help individual students. Data come from a meta-analysis of research studies on instructional strategies that could be used by K-12 teachers. Nine research-based teaching strategies that have a positive effect on student learning are examined: identifying similarities and differences; summarizing and note taking; reinforcing effort and providing recognition; homework and practice; nonlinguistic representations; cooperative learning; setting objectives and providing feedback; generating and testing hypotheses; and questions, cues, and advance organizers. For each strategy, the book provides statistical effect sizes and shows how they translate into percentile gains for students. Each chapter presents extended classroom examples of teachers and students in action; models of successful instruction; and a variety of frames, rubrics, organizers, and charts to help teachers plan and implement the strategies. After describing the strategies, the book examines specific applications (teaching specific types of knowledge and using the nine categories in instructional planning). An appendix presents a conversion table for effect size/percentile gain. (Contains approximately 290 references.) (SM)

ED 450 097   SP 039 771

Finding Teachers: How Hard Is It for Michigan Public School Districts. A 1999 Benchmark.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

certification/career choice; campus support systems; satisfaction in various problem areas; future plans for teaching; and suggestions. Overall, the teachers most at risk of leaving were male secondary teachers over age 35 years who made the decision to teach while employed in different careers. Teachers with emergency certification were more likely to leave than were fully certified teachers. Making the decision to teach in high school or sooner was a strong indicator of persistence through the early teaching years. Opportunities to observe model teachers and the use of effective mentors also increased the likelihood of retention, especially when programs were extended into the second and third teaching years. Factors receiving dissatisfied ratings and indications of leaving the profession included (in order of concern) student behavior, administrative recognition, duties other than teaching, salary, administrative support, teaching assignment, paperwork, special education requirements, and class size. (Contains 49 references.) (SM)

ED 450 117 SP 039 793

Kern, William S., Ed.
The Economics of Sports.
PUB DATE- 00
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Advertising; Athletes; *College Athletics; *Economic Factors; *Economic Impact; Equal Opportunities (Jobs); Higher Education; Income; Neighborhoods; *Racial Discrimination
IDENTIFIERS- National Basketball Association; *Professional Sports; Stadiums

This collection of papers presents a picture of economic principles at work in the dynamic world of big-time sports. Papers were given at the 35th Annual Lecture-Seminar Series presented by the Department of Economics at Western Michigan University during the 1998-99 school year. After an "Introduction" (William S. Kern), the six papers are: (1) "Market Power in Pro Sports" (Rodney Fort); (2) "The Impact of Sports Teams and Facilities on Neighborhood Economics: What is the Score?" (Robert A. Baade); (3) "Who is Sitting in the Stands? The Income Levels of Sports Fans" (John J. Siegfried and Timothy Peterson); (4) "Academics, Athletics, and Finances" (Richard G. Sheehan); (5) "Economic Issues in the 1998-1999 NBA Lockout and the Problem of Competitive Balance in Professional Sports" (Andrew Zimbalist); and (6) "A Level Playing Field? Sports and Discrimination" (Lawrence M. Kahn). (Papers contain references.) (SM)

ED 450 118 SP 039 794

Anderson, Julie Wofford
The Answers to Questions That Teachers Most Frequently Ask.
PUB DATE- 01
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Administrators; *Classroom Techniques; Discipline; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; Interpersonal Communication; Parent Conferences; Parent Teacher Cooperation;

Yoon, Bokhee; Young, Michael J.
Validating Standards-Referenced Science Assessments. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Construct Validity; *Reliability; *Science Tests; Secondary Education; *Secondary School Students; Test Construction; Test Results; Test Use
IDENTIFIERS- *New Standards Project (LRDC)

The construct validity of the New Standards middle school Science Reference Examination was studied focusing on evidence related to the internal and external structure of the assessment, the reliability of the assessment scores, and the generalizability of the assessment results. Data for 450 students were taken from the field test in spring 1998. Results related to the internal structure of the assessment suggest that although the assessment tasks measured a single common factor, this did not detract from the usefulness of scientific thinking or science concept subscores for instructional purposes. With respect to the external structure of the assessment, moderate correlations between the New Standards total scores, the Stanford Achievement Test (ninth edition), and the Otis-Lennon School Aptitude Test (seventh edition) scores provided evidence that the scores from these assessments rank student performance in similar ways. However, these correlations do not indicate that the assessments are measuring the same construct. For evidence for the reliability of the assessment scores and decisions based on them, the results of generalizability studies imply that reader variance could be made negligible by training readers with well-defined scoring rubrics. The high rates of decision consistency and accuracy at different total score cutpoints provide evidence that the New Standards Science Reference Examination could be used reliably to classify student performance on the basis of a total test score. For subscores, providing one cutpoint with a reference point to meet the standards would be instructionally informative. (Contains 12 tables and 23 references.) (Author/SLD)

ED 450 139 TM 032 329

Castaneda-English, Patricia; Saenz, Victor; Buttram, Joan L.
Report on the Early Implementation Survey Results for the Southwest Region.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *Educational Change; Elementary Secondary Education; *Instructional Leadership; Program Evaluation; *Program Implementation; *School Restructuring; Surveys
IDENTIFIERS- *Comprehensive School Reform Demonstration Program; *Reform Efforts; United States (Southwest)

The Comprehensive School Reform Demonstration (CSRD) program is a federal initiative to introduce and reinforce comprehensive appropriate. Regular second scoring of answers to every question ensures that consistency is maintained throughout the scoring process. A similar procedure is used for the NAEP long-term trend assessments, which are used to track student performance over time. (SLD)

ED 450 161 UD 033 690

Project Choice: Lessons Learned.
PUB DATE- 00
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Financial Support; *High School Students; High Schools; Higher Education; *Incentives; Inner City; *Program Effectiveness; Program Evaluation; *Scholarships; *Urban Youth
IDENTIFIERS- Kansas (Kansas City); Missouri (Kansas City); *Project CHOICE

Project Choice began with a simple goal: to increase the number of inner-city students who graduate from high school on time and become productive members of society. To that end, Ewing M. Kauffman, his Foundation, and associates designed and implemented a program that promised postsecondary education or training to some students in the Kansas City, Kansas, and Kansas City, Missouri area as an incentive to stay in school. This report details the evolution of Project Choice from its planning in 1987 through 1996, when members of the first class began graduating from 4-year institutions. The report provides a candid account of the successes and failures of Project Choice, and shows how the Project Choice experience led the Kauffman Foundation to change the way it contributes to programs for children and youth. Ten lessons from Project Choice are outlined: (1) inner city youth can succeed; (2) support services are crucial; (3) flexibility is key; (4) the attention of caring adults is more powerful than the incentive of postsecondary education; (5) kids need ongoing rewards and recognition; (6) parents count; (7) high school graduation is not an end; (8) incentive is expensive; (9) schools opt out of the game when they are not full members from the outset; and (10) permanence requires community partnership. The long-term self-sufficiency of Project Choice students is still untested, and their lives as productive workers are just beginning, but the program did meet its goal of increasing the number of students who stayed in school. Of the 1,394 students who signed Project Choice agreements, 628 went to college and 87 went to vocational, technical, or business schools. Information is also provided about program costs. (SLD)

ED 450 162 UD 033 726

Trutko, John; Nightingale, Deborah Smith; Barnow, Burt S.
Post-Employment Education and Training Models in the Welfare-to-Work Grant Program.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 99
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Education Work Relationship; Employment; *Grants; *Models; *On the Job Training; *Welfare Recipients; Welfare

The Diversity of Welfare Leavers. Welfare, Children & Families: A Three City Study. Policy Brief.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC.; Social Security Administration (DHHS), Washington, DC.; National Inst. of Mental Health (DHHS), Bethesda, MD.; Boston Foundation, MA.; Annie E. Casey Foundation, Baltimore, MD.; Edna McConnell Clark Foundation, New York, NY.; Lloyd A. Fry Foundation, Chicago, IL.; Texas Univ., Austin. Hogg Foundation for Mental Health.; Robert Wood Johnson Foundation, Princeton, NJ.; Joyce Foundation, Chicago, IL.;
PUB DATE- 00
NOTE- 10p.; For the background paper, see UD 034 002. Also sponsored by the Kronkosky Charitable Foundation, the Hogg Foundation for Mental Health, and the Woods Fund of Chicago.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Employment; Family Income; *Females; One Parent Family; *Poverty; Sanctions; Socioeconomic Status; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; *Temporary Assistance for Needy Families; Welfare Reform

This report charts the experiences of women who have done better or worse than average after leaving Temporary Assistance for Needy Families, highlighting differences in: education, health, and other characteristics; whether or not they were sanctioned before leaving; and welfare dependency (amount of time spent on welfare before leaving and off welfare after leaving). Findings are based on the experiences of leavers in Boston, Chicago, and San Antonio. The Three City Study followed approximately 2,500 low-income families with children living in low- and moderate-income neighborhoods. Surveys examined employment, income, family structure, and caregiver characteristics. Overall, there were large differences in employment, household incomes, and poverty rates for leavers with differing social and economic characteristics. Leaver earnings were only half of total household incomes on average. There was significant variation across households in the support received from sources other than leaver earnings, particularly other family members. Previously sanctioned women had worse employment and income experiences after leaving welfare then those not sanctioned. When restricting the analysis to women most heavily dependent on welfare before leaving who became relatively independent after leaving, their outcomes differed from those of conventional leavers (they earned less and depended more on government benefits). (SM)

ED 450 181 UD 034 002

Moffitt, Robert; Roff, Jennifer
Background Paper to Policy Brief 00-02, "The Diversity of Welfare Leavers." Welfare, Children, and Families: A Three-City Study. Working Paper.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.; Administration on Developmental Disabilities (DHHS), Washington, DC.; Administration for Children and Families (DHHS), Washington, DC.; Social Security Administration (DHHS), Washington, DC.; National Inst. of Mental Health (DHHS), Bethesda, MD.; Boston Foundation, MA.; Annie E. Casey

Teacher Salaries; Violence
IDENTIFIERS- *Pittsburgh School District PA
This is the second annual report on the Pittsburgh School District by the Pittsburgh Council on Public Education. The report presents data on the following issues: school environment (school and class size, student and teacher absences, suspensions and assaults, and school satisfaction survey highlights); student achievement (New Standards Exams, communications portfolios, higher level math, grade retention, and dropouts and graduates); budgets (district, Title I, school-based budgets, and annual teacher and principal salaries); student and staff demographics (enrollment by race, where students go to school, special education, and teachers' and principals' race and gender); and facts about the Pittsburgh Council on Public Education. (SM)

ED 450 201 UD 034 022

A Parent's Handbook: Our Children, K-5. Communications Standards in Pittsburgh's Public Schools.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Elementary Education; *Elementary School Students; Listening Skills; Parents; *Reading Skills; Scoring Rubrics; Speech Skills; *Writing Skills
IDENTIFIERS- *Pittsburgh School District PA
This handbook for parents begins with an overview of academic standards: how Pittsburgh, Pennsylvania's standards compare to standards set at the state, national, and international levels; how parents can use standards to help their children; and how parents will know if their children's work meets these standards. The handbook goes on to present a third grader's response-to-reading assignment, then offers a rubric that teachers could use to rate students' work. The handbook discusses reading and writing at all grades, offering a sidebar which examines guidelines for student writing (journal, personal story, fictional story, response-to-reading, informational, creative, report, and persuasive writing). The final section presents grade level academic expectations, focusing on what students should be learning in various areas of communication (reading, writing, speaking, and listening skills). (SM)

ED 450 202 UD 034 024

Baldwin, Joyce
Creating a New Vision of the Urban High School. Carnegie Challenge, 2001.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Improvement; Educational Quality; High Schools; Partnerships in Education; Public Education; School Community Relationship; School Restructuring; Small Schools; *Urban Schools

and Canada. By determining the nature and structure of the interview, it is hoped that candidates will have a guide from which to draw in their preparation for an interview. Libraries will benefit from better-prepared candidates and from exposure to procedures and practices of other institutions. A copy of the questionnaire with tabulated results is presented. The following representative documents from participating libraries are included: (1) interview schedules form the University of Alabama, Brown University (Rhode Island), Colorado State University; (2) interview policies and procedures from the University of Delaware, McMaster University (Canada), and the University of New Mexico; (3) interview questions from the University of Houston, Indiana University, and Massachusetts Institute of Technology; (4) collateral information supplied to candidates from the University of California-Irvine, North Carolina State University, and Rutgers University (New Jersey); (5) announcement of candidate presentations from the University of Colorado, University of North Carolina, and Pennsylvania State University; and (6) forms to evaluate or rank candidates from the University of Colorado, University of Iowa, University of Michigan, and Michigan State University. (Contains 15 references.) (MES)

ED 449 810   IR 057 980

Lankes, R. David, Ed.; Collins, John W., III, Ed.; Kasowitz, Abby S., Ed.
Digital Reference Service in the New Millennium: Planning, Management, and Evaluation. The New Library Series, Number 6.
PUB DATE- 00
NOTE- 253p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Electronic Libraries; Evaluation Criteria; Futures (of Society); Intellectual Property; *Internet; Library Personnel; Library Role; *Library Services; *Reference Services
IDENTIFIERS- *Electronic Resources

This book on digital reference services begins with an introduction entitled "The Foundations of Digital Reference" (R. David Lankes). Part 1, "The New Reference Culture: Traits and Trends," includes the following papers: "Why Reference Is about To Change Forever (but Not Completely)" (Joseph Janes); "Transforming Reference Staffing for the Digital Library" (Susan Lessick); "Definitions of Personal Assistance in the New Millennium: Philosophical Explorations of Virtual Reference Service" (Lorna Peterson); and "Evolution or Entropy? The Changing Reference Culture and the Future of Reference Librarians" (Myoung C. Wilson). Part 2, "Building Digital Reference Services and Networks," includes: "Collaborative Digital Reference Service: Update on LC Initiative" (Diane Kresh and Linda Arret); and "Digital Reference Quality Criteria" (Blythe Allison Bennett, Abby Kasowitz, and R. David Lankes). Part 3, "Managing Digital Reference Services," includes: "Managing Growth for AskA Services" (Pauline Lynch); "Designing a Virtual Reference Desk: Intellectual Property Considerations" (Brett Butler); "Simple and Sophisticated Methods for Processing Large Volumes of Question and Answer Information through the World Wide Web" (Lynn Bry); and "Digital Reference Service at the Georgia Institute of Technology" (Bruce Henson). Part 4, "Evaluating Digital Reference Services," includes: "Evaluating the 'Ask a Question' Service at the University of California, Irvine" (Judy Horn and Kathryn Kjaer); and "National Museum of American Art Reference in responding to the changing needs of businesses and students. This report also shows some indicators of program demand, efficiency, and outcomes, which have been used as the basis for our strategic decision-making. (JA)

ED 449 829 JC 010 140

Western Iowa Tech Community College Fact Book, 1999-2000.
PUB DATE- 00
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Community Colleges; *Educational Assessment; *Educational Finance; *Enrollment; *Institutional Characteristics; *Outcomes of Education; Two Year Colleges

This is Western Iowa Technical Community College's Fact Book for the academic year 1999-2000. It provides general information, enrollment trends, a student profile, financial information, and a section on student success. Data presented in this document are drawn from a variety of sources, including the 10-day enrollment reports, IPEDS, College Student Aid Commission, the Common Data Set, and the Iowa Department of Education. Highlights include: (1) Western Iowa Tech's mission is to provide quality education and to economically enhance the communities it serves; (2) the college was organized in 1966; (3) fall headcount for 1999 totaled 4,171 (1,763 full-time and 2,408 part-time students); (4) total minority enrollment was 351 (95 Asian, 70 black, 135 Hispanic, and 51 Native American); (5) females composed 54% of total headcount; (6) total revenue was $18,789,777, 41% of which came from state general aid and 37% of which was from tuition and fees; (7) total expenditures was $18,444,806, 30% of which was toward vocational education; and (8) the number of graduates from 1998-99 was 612, with a placement rate of 96%. (EMH)

ED 449 830 JC 010 141

Faris, Ron
From Elitism to Inclusive Education: Development of Outcomes-Based Learning and Post-Secondary Credit Accumulation and Transfer Systems in England and Wales.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Outcomes Assessment; Educational Improvement; *Educational Trends; Foreign Countries; *Higher Education; Transfer Programs; *Trend Analysis; Universities
IDENTIFIERS- *British Columbia

This report provides observations and lessons learned by a study-visit team from the Centre for Curriculum, Transfer and Technology (Canada) and the British Columbian Council on Admissions and Transfer. The study-visit was a reconnaissance of the reform of the post-school education and training system in the United Kingdom (UK), chiefly in England and Scotland. The team had two general study objectives: (1) determine the form and extent to which the learning outcomes approach is central to teaching and learning in the system of colleges and significantly more diverse than that of the state as a whole (the two-year colleges serve 27% people of color compared with 17% people of color in the state population); (4) system expenditures totaled more than $757 million; (5) 33,962 students enrolled in distance-learning classes (5,413 FTEs) including Internet courses (14,500 students); and (6) $1,584 tuition and fees were charged to a full-time student for classes over three quarters. Just under 10 percent of all high school juniors and seniors take one or more college courses under the Running Start Program. Appendices include full-time undergraduate student tuition and fees, additional historical enrollment information, a list of statistical publications, and definitions. (JA)

ED 449 850   JC 010 167

Four-Year Plan under the Carl D. Perkins Vocational and Technical Education Act of 1998, 2000-2004.
PUB DATE- 00
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; *Educational Legislation; *Federal Legislation; Financial Support; Government School Relationship; Higher Education; *Technical Education; *Technical Institutes; Two Year Colleges; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Technical Educ Act 1998; *Wisconsin Technical College System

This is a plan for the last four years of the Wisconsin Technical College System Board's five-year plan period covered by the latest amendments to the Carl D. Perkins Vocational and Technical Education Act. The Carl D. Perkins Act of 1998 is a federally funded program designed to assist states in developing their academic, vocational, and technical education programs. Wisconsin has been allocated $22,997,200 for program year 2000-01 and for planning purposes it is assumed that the State will be eligible for at least this amount for the subsequent three years of the plan period. The transition plan served as a bridge between the provisions of the previous amendments (Perkins II) and the latest amendments (Perkins III). Of the $22,997,200 expected to be available to the State each year, $11,463,700 will be directly administered by the State Board to support postsecondary programs, services and activities. The Department of Public Instruction (DPI) will administer $9,235,900 to support secondary level programs, services and activities. The Governor's Work-Based Learning Board (GWLB) will administer $2,154100 available under Title II, Tech Prep, along with $143,500 of Title I State Leadership funds. The State's latest biennial budget bill created Governor's Work Based Learning Board. (JA)

ED 449 851   JC 010 168

Framework To Develop a Master Plan for Education.
PUB DATE- 00
NOTE- 32p.; The Joint Committee to Develop a Master Plan for Education--Kindergarten through University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; *Educational Objectives;

Another report, the MHEC's Enrollment by Residency Report, was developed from the annual Fall Enrollment reporting systems and include all Howard County residents attending public and private campuses in Maryland. Highlights from these 5-year trend tables are included and provide useful information regarding HCC's share of enrollment categories. (JJL)

ED 449 871 JC 990 527

Howard Community College's 1992-1996 Graduates: A Trend Analysis.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Outcomes Assessment; College Transfer Students; Community Colleges; Comparative Analysis; *Educational Assessment; Graduate Surveys; Higher Education; *Outcomes of Education; Questionnaires; *Student Characteristics; Student Mobility; Tables (Data); Two Year College Students; Two Year Colleges
IDENTIFIERS- *Howard Community College MD

This report describes and compares the demographic and academic characteristics of Fiscal Year (FY)92, FY93, FY94, FY95, and FY96 graduates of Howard Community College (HCC) in Maryland, and the respondents to graduate surveys. The purposes of these surveys were to collect data about the employment and educational experiences of alumni one year after graduating and to use this information to evaluate the effectiveness of college programs in preparing students for employment and transfer. This report describes the methodology used in the five surveys and describes characteristics of all graduates and the respondents who completed the follow-up survey. Two types of data are available to describe HCC graduates: (1) demographic characteristics and data such as grade point average (GPA), program, and years from entry to graduation; and (2) data from surveys that are available only for those graduates who respond to the annual surveys. Information concerning where these graduates transfer, where they find employment, and how they evaluate their HCC experience is available only from the graduates who responded to the five surveys. The tables in this report describe the HCC graduates of the past five years and compare the characteristics of respondents to the characteristics of all graduates. In general, the demographic, academic, and occupational characteristics of HCC graduates and survey respondents have remained relatively stable over the five-year period. A copy of the questionnaire is included. (JJL)

ED 449 872 JC 990 528

Preparing Students as Global Citizens.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; *College Role; Community Colleges; Cultural Awareness; Global Approach; *Global Education; Institutional Mission; Intercultural Programs; Multicultural Education; Two Year Colleges
IDENTIFIERS- *Howard Community College MD

Health and Attainment: A Brief Review of Recent Literature. SCRE Research Report Series.
PUB DATE- 00
NOTE- 47p.; Report from review of literature on health and attainment commissioned by the Scottish Executive Education Department and carried out between January and March 2000.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Attendance; *Child Health; Elementary Secondary Education; Higher Education; *Literature Reviews; Mental Health; Nutrition; Physical Fitness; Physical Health; Special Health Problems
IDENTIFIERS- Risk Taking; Risk Taking Behavior

Commissioned by the Scottish Executive Education Department, this review focuses on research into the possible associations between health and pupils' school attainment. Looking particularly at recent research from the United Kingdom, Europe, Australia, New Zealand, and North America, the review covers research into the effects on attainment of physical health (including illnesses and physical exercise), nutrition, risk behaviors (such as substance misuse), and mental health (including behavioral problems). The review highlights the following conclusions: (1) the various findings about the relationship between educational attainment and health are confounded by other influential factors, such as school and community characteristics; (2) while schools cannot address all social problems, research suggests that there are areas in which school interventions may make a difference, especially those that increase probability of school attendance; and (3) there are no longitudinal studies of the nature required to clarify firm associations between health and school attainment in Scotland. Contains 160 references. (EV)

ED 449 892 PS 029 180

Watson, Sara
Using Results To Improve the Lives of Children and Families: A Guide for Public-Private Child Care Partnerships.
SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.
PUB DATE- 00
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperation; *Day Care; *Decision Making; Early Childhood Education; *Evaluation Utilization; Partnerships in Education; *Program Effectiveness; Program Evaluation
IDENTIFIERS- Outcome Based Performance Measures; Outcome Oriented Evaluation; Public Private Relationship

This guide is designed to help child care partnerships understand three different ways of using results-based decision making (to manage their own work, to manage the work of others, and to contribute to the work of others), and how they can use this process most effectively to improve the lives of children and families. The guide is intended to help partnerships recognize and manage the political issues around results-based decision making, and understand enough about the technical considerations to be able to ask good questions and seek more information. The guide is organized into the following the parent-child relationship; (4) culturally responsive and respectful; and (5) tailored to fit each family's situation and strengths. Myths about home visiting related to parents' rights, privacy, the nature of parenting, and dependency on government programs are also addressed. The report concludes by asserting that creating networks of home visiting programs nationwide can ensure that families with young children have the support and tools they need to be the best parents they can be. (KB)

ED 449 910   PS 029 207

Hawley, Theresa
Ready To Succeed: The Lasting Effects of Early Relationships. An Ounce of Prevention Fund and ZERO TO THREE Paper.
PUB DATE- 98
NOTE- 7p.; "Provided through an educational grant from Johnson & Johnson Consumer Companies, Inc."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Attachment Behavior; Brain; *Caregiver Child Relationship; *Early Experience; Early Intervention; *Emotional Development; *Infants; *Parent Child Relationship; Young Children
IDENTIFIERS- *Adult Child Relationship; Brain Development; Security of Attachment

Based on the view that emotional competence is an important contributor to an individual's success, this report focuses on the critical importance of early relationships with important adults, especially parents, on an individual's level of emotional competence. The report maintains that early interactions between parent and infant affect the child's psychological and neurological development, influencing the young child's learning readiness and also the adolescent's ability to succeed in other areas of life. The origins of trust are illustrated in descriptions of two infants and the different caregiving style of their parents. Evidence is presented from the Mother-Child Study that children not receiving sensitive, responsive care in the first few years of life were at significantly higher risk for a variety of poor developmental outcomes. Other topics discussed in the report are the impact of early relationships on brain development, factors placing parents at risk for providing care that does not facilitate their child's healthy emotional development, other influences on children's emotional development, characteristics of child care necessary for promoting healthy emotional development, and the relation between emotion and learning readiness. The report concludes with a description of promising approaches to meeting the emotional needs of young children, including pediatric health care providers sharing with parents information about children's emotional needs, community-based parent support programs, ensuring that child care is of high quality, counseling and infant mental health services, and educating child welfare workers and others who make child custody decisions about the importance of long-lasting, warm relationships. (Contains 17 reference notes.) (KB)

ED 449 911   PS 029 208

Child Care Center Licensing Study, 2001.
PUB DATE- 01
NOTE- 280p.; For 2000 study, see ED 438 091.

Edinburgh's Award (South Australia Division).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Citizenship Education; Daily Living Skills; Education Work Relationship; Foreign Countries; Individual Development; Interpersonal Competence; Leadership Training; Outdoor Education; *Public Policy; *Service Learning; Vocational Education; *Youth Programs
IDENTIFIERS- *Australia

In April 1999, the Australian Ministerial Council on Education, Employment, Training, and Youth Affairs established a subgroup to develop a national youth development strategy. Youth development is about helping young people make the transition to happy, productive, and successful adulthood through the guided provision of opportunities to try new things, to learn skills, to ease the school-to-work transition, and to grow as individuals and as members of the community. Interest in a national youth development strategy arose from several successful community-based cadet-style programs in some Australian states and territories. Youth development encompasses a broad range of activities, but the focus of the subgroup is on traditional military-style cadet programs, which provide training in specific skills, opportunities to develop personal characteristics and talents, and opportunities to provide community service in a structured environment. The Australian Commonwealth will provide leadership in the development of community-based youth development programs that will build on existing successful initiatives; share information on best practice through newsletters and conferences; promote a sense of national cohesion for youth development while acknowledging local variations; develop core training units for which participants will receive accreditation upon completion; seek corporate sponsorship; and organize national and state forums. From these cadet-style programs, a broader range of youth development activities could grow. (TD)

ED 449 929 RC 022 745

A National Strategy for the Education of Aboriginal and Torres Strait Islander Peoples, 1996-2002.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 95
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Adult Basic Education; Agency Cooperation; *Change Strategies; Cultural Education; *Culturally Relevant Education; Early Childhood Education; *Educational Policy; Educational Strategies; Elementary Secondary Education; *Equal Education; Foreign Countries; Higher Education; *Indigenous Populations; Native Language Instruction; *Self Determination; Vocational Education
IDENTIFIERS- *Aboriginal Australians; Australia

In preparing this report, the recommendations of the (Australian) National Review of Education for Aboriginal and Torres Strait Islander Peoples were cross-referenced to the 21 goals of the National Aboriginal and Torres Strait Islander Education Policy (NATSIEP) and aggregated into 8 priorities. These are: 1) to

When Discourses Collide: An Ethnography of Migrant Children at Home and in School. Rethinking Childhood, Volume 11.
PUB DATE- 99
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; Criticism; Culture Conflict; Discourse Analysis; *Discourse Communities; Equal Education; Ethnography; Family Life; Grade 5; Hispanic Americans; Intermediate Grades; Limited English Speaking; *Migrant Children; *Migrant Education; Peer Relationship; *Power Structure; Qualitative Research; *School Culture; Self Concept; *Social Bias; Teacher Student Relationship
IDENTIFIERS- *Institutional Discrimination

This critical ethnographic study examines the discourse systems experienced by three migrant fifth-grade boys during an apple harvest season in south-central Pennsylvania. Numerous examples reveal the discourse collisions facing these boys, whose home language and culture did not reflect the mainstream, and how dominant mainstream discourses overpowered the discourses of marginalized children. Following an introductory chapter, chapter 2 describes the area and the relationships between local and migrant families. Chapter 3 looks at how the boys identified themselves as members of their families, and includes relevant family stories and events. The fourth chapter describes the dominant discourse of the school and the boys' interactions as students. Vignettes examine each boy's individual circumstances in school. Chapter 5 looks at the boys' social relationships with their peers, distinguishing between how they perceived their friends and how they perceived their classmates. The sixth chapter identifies six specific areas of discord between interactive discourses, as identified by frustrations experienced by the boys and their parents related to school culture and practices. The seventh chapter reviews features of the four interactive discourses (the migrant child as student, as classmate, as family member, and as friend) and discusses ramifications of discourse intersection for educational settings. The appendix presents information on methodology--research questions, access to the site, data analysis, and interpretation. (Contains an index and 87 references.) (TD)

ED 449 947 RC 022 810

LLamas, Vicente J.
UCAN: A Four-State Rural Systemic Initiative. First Year Report (August 31, 1996); First Year Analysis (August 31, 1996); Year Two Annual Report (September 1, 1997); Third Year Report (September 1, 1998); Year Three Annual Report Executive Summary (September 1, 1998).
SPONS. AGENCY- National Science Foundation, Arlington, VA. Division of Educational System Reform.
PUB DATE- 98
NOTE- 66p.; For the Year 4 Annual Report and Year 5 Strategic Plan, see RC 022 811.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Standards; *American Indian Education; Annual Reports; Culturally Relevant Education; Curriculum Development; *Educational Change; Elementary Secondary Education; *Mathematics Education;

The intent of this article is to discuss problems, benefits and other questions that the adoption of Tele-learning poses to Brazilian reality. The article analyses current research in Technology Based Distance Education and compares it to the results of a research conducted with 87 students and 6 teachers of two Engineering Masters' Degrees offered by the PPGEP (The Graduate Program in Production Engineering of The Federal University of Santa Catarina, UFSC) for private organizations. In these Masters Programs, PPGEP has been using state-of-the-art Video Conferencing (two-way video) equipment for lectures and a selection of Internet based tools to provide students and teachers with an interactive environment outside classroom activities. The first results indicate that Tele-learning allows not only an improvement of the teaching-learning process but also a pedagogical re-engineering, through the combination of different pedagogical techniques with the available technological resources, as never seen before. (Contains 11 references.) (Author/YDS)

ED 449 965 SE 064 171

Slavik, Jaromir; Dub, Petr
One Possibility of Increasing the Interest in Engineering Study.
PUB DATE- 98
NOTE- 6p.; Paper presented at the Annual Meeting of the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; *Engineering Education; Foreign Countries; Graduate Study; Higher Education; Interdisciplinary Approach; Mathematics Education; Preservice Teacher Education; Secondary School Teachers; *Student Attitudes
IDENTIFIERS- Czech Republic

The paper describes the changes in the higher education system in the Czech Republic after 1989. The reasons for the decrease in the interest in studying engineering fields are analyzed. The ways of improving this situation, used at the Technical University of Brno, are mentioned. In particular, the new interdisciplinary study program in mathematics and engineering is described. The graduates of this program, who are supposed to become secondary school teachers, may improve the pupils' attitude to engineering science. (Author/YDS)

ED 449 966 SE 064 178

Bandeira de Melo, Gilberto C.; Pinto, Joana Darc da Silva
The Insertion of Environmental Contents in the Engineering Teaching: A Tentative Approach at the UFMG, Belo Horizonte, Brazil.
PUB DATE- 98
NOTE- 8p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Ecology; *Engineering Education; *Environmental Education; Foreign Countries; Higher Education; Interdisciplinary Approach

lava tubes; spinning the globe and meeting extraordinary forest plants and animals; and creating unique multimedia forest stories by searching for images and arranging them in a sequence that best fits the story. A list of resource agencies for conservation projects is provided. (SAH)

ED 449 987 SE 064 552

Mathematics Preparation 10: Teacher Resource Manual.
PUB DATE- 00
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; Geometry; Grade 10; High Schools; *Instructional Materials; *Mathematics Curriculum; *Mathematics Instruction; Number Concepts; Probability; Secondary Education; Statistics
IDENTIFIERS- Canada

This teacher resource manual is designed to help teachers implement the Mathematics Preparation 10 course. This manual is a support document that provides helpful information to classroom teachers. The general and specific outcomes of the program of studies for Mathematics Preparation 10 are discussed. These outcomes have been shared to show that they are prescriptive in nature. The rationale, philosophy, student expectations, instructional focus, horizontal correlation, and high school course structure from the program of studies for Mathematics Preparation 10 are also included. The main subjects include number concepts and operations, patterns and relations, shape and space, and statistics and probability. (Contains 33 references.) (ASK)

ED 449 988 SE 064 556

Billings, Esther; Shroyer, Janet; Wells, Pamela
A Tutoring Field Experience as a Vehicle for Applying Authentic Knowledge and Pedagogy: Dilemmas and Successes.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Mathematics Teacher Education (Charlotte, NC, February 10-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Higher Education; Knowledge Base for Teaching; *Mathematics Education; *Preservice Teacher Education; *Tutoring

Tutoring is not a new idea nor a new practice in the world of teacher education. However, our understanding of how to better use tutoring as a vehicle for applying authentic knowledge and pedagogy is expanding rapidly. The purpose of this article is twofold. First, it provides an overview and rationale of a tutoring-field experience in which we engage our students. Second, it shares the various dilemmas and successes that our college students experience as they engage in this tutoring experience. (Contains 16 references.) (Author/SAH)

ED 449 989 SE 064 557

Carbone, R. Elaine

activities. And there are different types of attitudes toward involvement in school education among parents of different social classes. It is hoped that school personnel and the Education Department of Hong Kong can develop appropriate strategies to promote home-school cooperation so that parents of different social classes can have equal chances to participate in the schooling process of their children. (Contains 38 references.) (Author/BT)

ED 450 011　　　　SO 031 985

Stambach, Amy
Lessons from Mount Kilimanjaro: Schooling, Community, and Gender in East Africa.
PUB DATE- 00
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Education; *Cultural Context; Developing Nations; *Educational Anthropology; *Educational Discrimination; *Educational Environment; Educational Research; Elementary Secondary Education; Ethnography; Foreign Countries; *Gender Issues; Sociocultural Patterns
IDENTIFIERS- *Tanzania (Kilimanjaro)

This book presents an ethnographic study of a school and community in East Africa. It focuses on the role school plays in the development of the children's identity and relationships to their parents and community, and in the development of the region. At issue here are the competing influences of Western modernity and the cultural traditions of East Africa, including ideas about gender roles, sexuality, identity, and family and communal obligations. The study looks at the practice of female circumcision in the context of school and community teachings about girl's bodies and examines cultural signifiers like music, clothing, and food to discuss tensions in the region. Includes the following chapters: (1) "'What Educated Youth Do These Days': Divergent Views of Secondary Schooling"; (2) "Schooling, Inheritance, and Banana Groves: Signs and Symbols of Local Life"; (3) "'Should We Drink Banana Beer or Coca-Cola?': Redefining the Signs of Traditionalism"; (4) "'Education Is My Husband': Generational Transformations"; (5) "'Boys, Preserve Your Bullets; Girls, Lock Your Boxes': Gendered Messages in Classes and the Curriculum"; (6) "'Things with Socks': Student Life and Popular Culture"; and (7) "'Mountains Never Meet but People Do': Relationships Built through Schooling." Contains chapter notes and an extensive list of references. (BT)

ED 450 012　　　　SO 032 088

Adeyemi, Michael B., Ed.
Social Studies in African Education.
PUB DATE- 00
NOTE- 313p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cultural Context; Developing Nations; Educational Research; Elementary Secondary Education; Foreign Countries; *Social Studies; Teacher Education
IDENTIFIERS- *Africa; Botswana; Educational Issues; Ethiopia; Ghana; Kenya; Malawi; Namibia; Nigeria; Tanzania; Zambia

This collection of essays is organized into two sections: Section entire public school district or in a significant cluster of schools in the district. The guide has three sections: (1) the "impact" arts education partnerships have on improving the quality of education for students and the related benefits they bring to the participating schools and organizations; (2) the "factors" that make such partnerships successful over time; and (3) the "key questions" partners should ask themselves and one another at crucial stages in the life of their partnership. It is intended that the guide become an increasingly helpful tool to create and enhance arts education partnerships in every community. A resource list includes 18 publications and 4 web sites. (BT)

ED 450 034   SO 032 525

Soule, Suzanne
We the People...The Citizen and the Constitution: Knowledge of and Support for Democratic Institutions and Processes by Participating Students. National Finals, 2000.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Comparative Analysis; Competition; *Democracy; Elementary Secondary Education; Higher Education; Program Evaluation; *Student Reaction; Student Surveys
IDENTIFIERS- *Political Awareness; United States Constitution

The "We the People...The Citizen and the Constitution" program is an instructional program on the history and principles of U.S. constitutional democracy for elementary, middle school, and high school students. At the high school level, classes may choose to enter a formal competition, advancing from congressional district and state competitions to national finals. The competition is structured as a simulated congressional hearing which tests students' knowledge of the United States Constitution. In spring 2000, to assess the impact of the program on student knowledge of and support for democratic institutions and processes, a survey was given to students (n=345) participating in the national finals competition. The survey instrument, consisting of 43 open- and close-ended questions, incorporated questions previously administered to high school seniors, college freshmen, and/or adults in various national surveys. The responses of the competition's students were compared to respondents' answers on the national surveys. Findings revealed that, as compared with various representative national samples, students participating in the national finals competition of the "We the People..." program possess more knowledge of U.S. democratic institutions and processes. Compared to a representative national sample of high school students surveyed by the 1998 National Assessment of Educational Progress civics assessment, "We the People..." students as a group are more knowledgeable about every category of civic education delineated in the survey. (BT)

ED 450 035   SO 032 526

Woolman, David C.
Resources for Social Studies: A Guide for Teachers in Rhode Island and Southeastern New England. CRC Resource Guide.
PUB DATE- 01
NOTE- 207p.
LANGUAGE- English

Accountability proponents have been so preoccupied with "how" to secure compliance that they have scarcely paused to consider the educational worth of the full range of academic subjects for all students. The framers of national standards in U.S. history, for example, fail to raise as even a possibility that multiple years of required history courses in both elementary and secondary education may not be ideal for each and every student. But even in an era of accountability, educating the gatekeepers is properly the cornerstone of teacher education. This paper advances a view of teacher education rooted in the pedagogical demands of subject matter. It argues that accountability measures such as learning standards and teacher testing are indirect and feeble means of enhancing teacher competence in subject matter and method. Contains 14 references. (BT)

ED 450 056 SO 032 573

Thornton, Stephen J.
Method in an Age of National Standards.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual meeting of the National Council for the Social Studies (79th, Orlando, FL, November 19-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Educational Change; *Educational Policy; Elementary Secondary Education; Evaluation; *National Standards; *Social Studies

In the last decade there has been a whirlwind of change in policies affecting social studies education. Among the most noteworthy changes have been a national commission on social studies, subject-centered national standards, statewide high-stakes testing, school restructuring, and performance assessment. All of these changes have ramifications for method, the effective direction of subject matter to desired results. This paper suggests four ways in which social studies researchers could inform and challenge policymaking. The paper focuses on the growing centralization of curriculum decision making and associated high-stakes tests that has come to the forefront since the advent of national standards. Contains 15 references. (BT)

ED 450 057 SO 032 575

Peca, Kathy
Critical Theory in Education: Philosophical, Research, Sociobehavioral, and Organizational Assumptions.
PUB DATE- 00
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alienation; *Critical Theory; Criticism; Higher Education; Language Role; Literature Reviews; Organizations (Groups); *Research Methodology; *Social Theories
IDENTIFIERS- Frankfurt School; Historical Background; *Oppression; *Philosophical Influences; Self Reflection; Theory Development

Critical theory focuses on the oppression of the individual, the group, and society by self-imposed or externally imposed

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Characteristics; *Administrator Effectiveness; *Age Differences; Elementary Secondary Education; *Interpersonal Relationship; *Principals; *Teacher Administrator Relationship; Teacher Attitudes
IDENTIFIERS- *Delegation of Authority; Delegation of Tasks

This study assessed teachers' perceptions of school principals, examining how teachers perceived their principals in demonstrating delegation and relationships skills. Principals were categorized according to various demographic variables, and data were examined to identify principals perceived as exhibiting stronger delegation and relationships skills. Participants were teachers enrolled in evening courses to become certified as school administrators or who were completing requirements for a master's degree in administration and supervision. Participants completed the Principal Profile survey. Data analysis indicated that principals who differed in age also differed in how well they delegated responsibilities. Younger principals were perceived to be more willing to delegate authority and responsibilities among faculty, and they were seen as demonstrating characteristics leading to better relationships with faculty. Female principals were perceived as having stronger delegation skills than males, though their relationships skills were not significantly stronger. School principals did not differ in their demonstration of relationships and delegation skills according to the school level in which they worked. School enrollment did not affect relationships and delegation skills. Overall, age was the most significant variable in determining whether principals were perceived to engage in relationships and delegation activities. The survey is appended. (Contains 18 references.) (SM)

ED 450 078 SP 039 752

Sahl, Kurt; Windschitl, Mark
Teachers Learning To Use Technology within the Context of a Laptop Learning Initiative: The Interplay of Personal Histories, Social Dynamics and Institutional Culture.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Faculty Development; Inservice Teacher Education; Middle School Teachers; Middle Schools; Teaching Methods
IDENTIFIERS- *Laptop Computers

This study examined how middle school teachers co-constructed norms and practices related to classroom use of laptop computers, focusing on a school that gave laptop computers to teachers, provided appropriate professional development, and offered students access to laptops. Eleven teachers were eligible to be study cases. During the first year, they were interviewed and observed. Researchers also interviewed administrators, conducted student focus groups, and observed faculty and board meetings. Teacher interviews examined beliefs about teaching and learning and teachers' instructional

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; *Public Schools; Teacher Qualifications; *Teacher Recruitment; Teacher Retirement; Teacher Salaries; *Teacher Supply and Demand; Teaching Experience
IDENTIFIERS- *Michigan

This report reviews the situation public school districts encountered in recruiting teachers for the 1999-2000 school year. Data come from staffing surveys completed by administrators within 216 public school districts. Level of difficulty in finding teachers depended on type of teacher being sought. Elementary, social sciences, and language arts teachers were the easiest to find, and high school science and technology related positions were the most difficult. The high school labor market was tighter than the middle and elementary school markets. Average starting salaries for new teachers were approximately $29,000. Retirement was expected to make a significant impact on 63 percent of districts, with 25 percent of teachers poised to retire in the next 5 years. Districts tended to look for teachers with 2-5 years of experience before new teachers. Districts preferred a mix of about 50 percent new and 50 percent experienced teachers when filling yearly vacancies. New teachers were perceived to be well prepared in pedagogy and curriculum, comfortable using computers, and able to recognize differences in student learning styles. However, there was concern about their understanding of state standards and assessment, integrating computer resources into teaching strategies, and awareness of connections between education and careers. (SM)

ED 450 098   SP 039 772

Morgan, Jill; Ashbaker, Betty Y.
A Teacher's Guide to Working with Paraeducators and Other Classroom Aides.
PUB DATE- 01
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Collegiality; Communication Skills; Elementary Secondary Education; *Feedback; *Interpersonal Communication; On the Job Training; *Paraprofessional School Personnel; *Supervision; *Teacher Responsibility; *Teacher Role; Teaching Guides

This book provides advice and activities to help forge productive working relationships between teachers and paraeducators. Chapter 1, "Leading the Classroom Instructional Team," examines teacher responsibilities as leaders of classroom instructional teams, discussing how their new roles as paraeducator supervisors can mesh with more traditional roles. Chapter 2, "Assigning Roles and Responsibilities," examines the process of identifying roles and responsibilities for paraeducators. Chapter 3, "Improving Communications," considers different approaches and experiences adults bring to classrooms and how they influence effective communication. Chapter 4, "Monitoring the Quality of Your Paraeducator's Work"; chapter 5, "Providing On-the-Job Training"; and chapter 6, "Creating a Feedback Loop," describe the process of assessing paraeducator skills and abilities, providing training, and establishing procedures

Planning; Student Behavior; Student Evaluation; Teacher Administrator Relationship; Teacher Attitudes; Teachers; Teaching Methods; Time Management

This book presents a teacher's responses to various real questions asked by student teachers and beginning teachers. The nine chapters are: (1) "It Don't Mean a Thing if It Ain't Got That Swing: Teacher Attitude"; (2) "Who, What, When, Where, and Why, Oh Why, Me?: Organization"; (3) "A Little Song, A Little Dance, A Little Quiz Tomorrow: Delivery of Lessons and Student Assessments"; (4) "Take a Deep Breath and Count to 10 Before Yelling: Discipline and Classroom Management"; (5) "What Do you Mean, 'How Will You Use This in the Real World? This Is the Real World': Helping Students Succeed"; (6) "Parents Are Our Friends...Well, Mostly: Dealing With Parents"; (7) "Tell Me Again, How Long Has It Been Since You Taught?: Dealing with Administrators"; (8) "I Hope I Die During an Inservice So That the Transition Will Be Easy: Professional Development"; and (9) "Question 100: Why Am I Doing This to Myself?" (SM)

ED 450 119 SP 039 796

Kariuki, Patrick; Davis, Ruth
The Effects of Positive Discipline Techniques as They Relate to Transition Times in the Middle School Classroom.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discipline; Middle School Students; Middle Schools; *Positive Reinforcement; *Rewards; *Student Behavior; Student Participation
IDENTIFIERS- *Positive Discipline; Tennessee; *Transition Time

This study examined the relationship between positive discipline techniques and classroom transition times in middle-school classrooms. The study sample consisted of four language arts classes with a total of 113 predominantly white eighth-grade students from a northeast Tennessee school system. Data were collected by establishing transition times before and after positive discipline was introduced into the classes. The teacher timed the students as they transitioned from one activity to another before and after positive discipline techniques were practiced. Each of the transition times before and after the treatment was charted in the number of seconds it took for students to begin an activity. The positive discipline included class meetings to allow students to discuss their behavior, set improvement goals, choose positive reinforcement rewards, and make suggestions for improvement. Data were analyzed using a Paired Sample T-Test and Pearson's Product Moment Correlation. Results indicated a significant difference in transition times before and after positive discipline. Positive discipline lowered transition times. Results suggest that students in middle school classrooms might benefit from positive discipline techniques. (Contains 20 references.) (SM)

ED 450 120 SP 039 797

Brouwers, Andre; Tomic, Welko
Disruptive Student Behavior, Perceived Self-Efficacy, and Teacher Burnout.
PUB DATE- 00

reform programs in schools. The Southwest Educational Development Laboratory developed a survey to gather information from CSRD-awarded schools in the southwestern United States on their initial progress in implementing the CSRD program. This report examined the results of the implementation status at two different times for all CSRD schools in the region. Surveys were collected from 244 schools at the first administration and 237 schools at the second administration, with respondents ranging from 310 to 2,282 in the 5 states (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas). In general, the perceptions of respondents toward the implementation of the CSRD program were positive, although findings suggest some areas that may benefit from further attention. Teachers and principals were seen as the stakeholders who were involved both in planning for implementation and implementation. Finding also indicated that school-level, but not district-level, policies and communication were facilitating the program's implementation. Findings in the area of leadership suggest that school leaders are doing a skillful job in setting a positive tone for change, promoting vision for the program, facilitating structural changes, providing resources and training, and promoting student learning and achievement. Findings also suggest that professional development issues require further study and an increased focus. Nine appendixes contain the survey and survey results for the five states. (Contains 18 figures and 54 tables.) (SLD)

ED 450 140   TM 032 330

Curry, Janice; Zyskowski, Gloria
Prekindergarten Evaluation, 1999-2000.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Language Tests; Preschool Children; *Preschool Education; *Program Effectiveness; Program Evaluation; *Receptive Language; Spanish; Spanish Speaking
IDENTIFIERS- *Austin Independent School District TX; *Peabody Picture Vocabulary Test; Test de Vocabulario en Imagenes Peabody (Dunn)

The Austin Independent School District (AISD) prekindergarten program is an important component of the state and district goal of having every student reading on grade level by the end of third grade. In 1999-2000, 57 of the 71 AISD elementary schools provided prekindergarten education. The AISD prekindergarten program served 3,571 4-year-olds. Program effectiveness for the program was determined by gains from pretest to posttest on the English language Peabody Picture Vocabulary Test-III and the Spanish language Test de Vocabulario en Imagenes Peabody, both of which measure knowledge of receptive (hearing) vocabulary. Traditionally, half-day programs have shown greater gains from pretest to posttest, but in 1999-2001 full-day programs showed greater gains in every comparison, and the gains for full-day students were significantly higher when they were tested in their native language, whether Spanish or English. This is important information for Title I schools in the AISD because 33 of the Title I schools offered full-day prekindergarten programs. Bilingual students appeared to receive some of the greatest benefits from prekindergarten, with 77% of bilingual classrooms having gains in both Spanish and English. Some recommendations are made for enhancing the prekindergarten program. (Contains

Services
IDENTIFIERS- Welfare Reform; *Welfare to Work Programs; Working Poor

This paper synthesizes what is currently known about providing education and training after an individual is employed and provides suggestions on models and strategies that can be effective in promoting occupational mobility and career advancement for welfare recipients. Among the rationales for considering education and training after an individual has begun work is the fact that the Temporary Assistance for Needy Families (TANF) program provides strong incentives for local programs to implement postemployment services. Characteristics of the welfare population, labor market trends, and the limited effect of past programs also contribute to the importance of postemployment programs. Postemployment education and training is characterized by the following five dimensions: (1) source of funding; (2) site/location; (3) relationship to current job; (4) employment objective; and (5) occupational focus. State and local agencies must develop new models that creatively combine work with the development of basic and job-related skills. Postemployment education and training are also more likely to be effective if developed in conjunction with employers in ways that are sensitive to the realities of the workplace. Work and education/training can be combined in on-the-job training, formal apprenticeship programs, and flexible scheduling of work hours. Because of the short-term nature of welfare-to-work funding, the Work First policies of TANF, and restrictions on the use of welfare-to-work funds, programs should move thoughtfully and expeditiously in implementing post-employment education and training. (Contains 33 references.) (SLD)

ED 450 163 UD 033 754

Multiple Families: Multiplying Problems. A First Look at the Fathers of Homeless Children.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Family Structure; *Fathers; *Financial Support; *Homeless People; Parent Child Relationship; *Urban Youth
IDENTIFIERS- *New York (New York)

To study the role of fathers in the lives of homeless children, a survey was conducted of homeless families in shelters in New York City, capturing profiles of nearly 300 men. The typical father was aged 35, a high school graduate, and not married. The majority spent no time with their homeless children and provided little or no support. In all, two of three fathers provided no financial support, and half of all employed fathers provided no financial support. Over one-third had been violent toward their children or partners, nearly half had spent time in jail, and one of three had a history of substance abuse. Roughly half of these fathers had children with multiple women. Younger men were more likely to be in contact with the mother of their children and were more likely to provide financial support to the family. Forcing fathers back into families may not be the answer to the problems of homeless children. Instead, policymakers must look for nontraditional ways to strengthen nontraditional families. Findings also suggest that intervention may be most successful with younger men. (SLD)

ED 450 164 UD 033 980

Foundation, Baltimore, MD.;
PUB DATE- 00
NOTE- 73p.; For the Policy Brief, see UD 034 001. Also sponsored by the Kronkosky Charitable Foundation, the Hogg Foundation for Mental Health, and the Woods Fund of Chicago.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Employment; Family Income; *Females; One Parent Family; *Poverty; Sanctions; Socioeconomic Status; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; *Temporary Assistance for Needy Families; Welfare Reform

This report charts the experiences of women who have done better or worse than average after leaving Temporary Assistance for Needy Families, highlighting: differences in education, health, and other characteristics; differences in whether or not they were sanctioned before leaving; and differences in welfare dependency (amount of time spent on welfare before leaving and amount of time spent off welfare after leaving). Findings are based on the experiences of leavers in Boston, Chicago, and San Antonio. The Three City Study surveyed 2,500 low-income families with children regarding employment, income, family structure, and caregiver characteristics. Overall, women with lower education levels, with younger children, who were in poor health, and who were themselves young had much lower employment rates and post-welfare income levels than women with more education, better health, older children, and older age themselves. Outcomes also differed among leavers with a longer history of welfare dependence. The employment and income outcomes among these leavers were considerably worse than average. Leavers who had been sanctioned did worse after leaving welfare than those not sanctioned. Three appendixes describe the Three City study, examine welfare policies in the three cities, and provide supplementary tables. (Contains 11 references.) (SM)

ED 450 182 UD 034 003

Patterson, Jacqueline
Conducting Children's Health Insurance Outreach in African American Communities.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Black Colleges; *Black Community; *Blacks; Child Advocacy; *Child Health; Churches; Employed Parents; Fathers; *Health Insurance; *Higher Education; Mass Media; *Outreach Programs
IDENTIFIERS- *African Americans; Childrens Health Insurance Program; Medicaid

In 1998, 19.7 percent of African American children were uninsured. Since a majority of African American children live in families with incomes below 200 percent of the federal poverty line, they are eligible for free or low-cost insurance coverage. This report presents strategies for facilitating the recruitment and enrollment of African American children into

This paper focuses on how urban high schools may be not only revitalized but also transformed into institutions that are designed to help students at the crossroads of their academic careers. It discusses the rationale for change, historic highlights of this effort, and a new vision for American high schools. Some of the promising approaches to change include: transforming large impersonal schools into small schools; using whole-school design; reaching out to parents and other community members to increase their involvement in education; and partnering with businesses and universities. The paper highlights the Carnegie Corporation's Schools for a New Society initiative, which has awarded planning grants to 10 community-school district partnerships working on urban high school reform. The paper also focuses on principles outlined by the New Century High Schools for New York City Consortium, a $30 million commitment to high school reform in New York City announced in December 2000 by the Bill and Melinda Gates Foundation, the Open Society Institute, and the Carnegie Corporation. (SM)

ED 450 203 UD 034 025

Hao, Lingxin
Immigrants and Wealth Stratification in the U.S. JCPR Working Paper 216.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Human Capital; *Immigrants; *Income; *Minority Groups; Racial Factors; *Social Stratification; *Socioeconomic Status
IDENTIFIERS- *Wealth

This study examines the importance of including immigrants in studies of wealth stratification by race/ethnicity, using data from the 1992 and 1993 panels of the Survey of Income and Program Participation. It addresses the uniqueness of immigrants using descriptive and multivariate analyses by constructing a measure of wealth age that considers immigrants' length of residence in America and by considering migration and adoption history and immigrant-native differences in factors sorting wealth accumulation. Descriptive analysis show greater difference in wealth distribution, zero and negative wealth holdings, wealth components, and age-wealth profiles by race/ethnicity than by immigrant status. Age-wealth profiles are steeper for immigrants than for the native born when using wealth age. The multivariate analysis uses a framework integrating life cycle theory, status attainment theory, human capital theory, and theories related to social contexts. Results show a positive effect of immigrant status on wealth accumulation, rather than the impairing effects of racial/ethnic minorities. Migration and adaptation history are factors in wealth accumulation. Significant structural differences exist between immigrants and natives (a lesser role of education and spatial segregation in wealth accumulation for immigrants) and between whites and minorities (a greater role of education for minorities). (Contains 36 references.) (SM)

ED 450 204 UD 034 026

Dryfoos, Joy G.
Evaluation of Community Schools: Findings to Date.

Desk: A Usage Analysis of a Digital Reference Service" (Laura Sowers and Marilyn Domas White). Part 5, "Digital Reference Technology Spotlight," includes: "Moving Reference to the Web" (Susan McGlamery and Steven Coffman); "The University of North Texas Libraries' Online Reference Help Desk" (Monika Antonelli and Martha Tarlton); and "Click on the Wizard for Help: Using Help Desk Software for Real-Time Reference" (Saundra Lipton). The conclusion is entitled "An Agenda for Digital Reference" (R. David Lankes). The book contains an appendix listing digital reference resources (compiled by Joann M. Wasik) and an index. Most papers contain references. (Contains 129 references.) (MES)

ED 449 811   IR 058 055

Connors, Kelly C.
Audiobook Format: A Patron's Choice.
PUB DATE- 99
NOTE- 43p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Audiotape Recordings; Library Collections; Library Material Selection; Library Materials; *Library Surveys; Nonprint Media; Public Libraries; Talking Books; User Needs (Information); Users (Information)

This study examines patron preference for abridged versus unabridged audiobooks, looking at patron usage over time and noting any changes in preference and why they occurred. A survey was conducted at the four branches of the Geauga County Public Library System (Geauga County, Ohio) with a random sample of adult patrons. Of the 274 surveys distributed to patrons who were checking out audiobooks during the designated two-week period, 225 (82%) were completed and returned. Findings indicated that the unabridged format was favored by over half of the participants, while the abridged format was favored by only 13%. In addition, over 75% of the patrons said that they would like to see more unabridged audiobooks in the library collection. Thirty-five percent favored more abridged selections. Of the 225 participants, 65% were female and 32% were male. The majority of respondents fell inside the age range of 36 to 54 years old. The genre that was most favored was mysteries, and the mystery genre was the most popular choice when patrons were asked what categories of audiobooks they would like to see more of in the library. Also popular were best sellers, biographies, history, and general/current fiction. There is some evidence that suggests that patrons who have been using audiobooks longer have a preference for the unabridged format, and that patrons who initially preferred abridged formats or who didn't have a preference, tended to change their preference to unabridged over time. Appendices include the survey, cover letter and responses from the 225 participants to the open-ended question "What categories of audiobooks would you like to see more of in the library?" (Contains 29 references.) (AEF)

ED 449 812   IR 058 056

Crutsinger, Gene
Introducing Fundraising to a Seminary Library.
PUB DATE- 99
NOTE- 45p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

universities in England and Wales; and (2) determine the extent to which their credit transfer arrangements exist within and between colleges and universities, and learning outcomes form the basis of the assessment for establishing course equivalencies for transfer. The UK education and training system is undergoing profound changes as it moves from a historical elitist model to that of more democratic mass education system. Some of inter-related themes that have been investigated in the UK, which are relevant to issues in British Columbia include the following: provision of core/key skills for employability, citizenship, and personal development; assessment modes for outcomes-based learning; quality assurance policies and procedures; assisting college teachers to learn new instructional roles; and widening access, especially for those who were socially excluded. Appendices include "Glossary," "Study-Visit Itinerary and Key Informants," "Improving Student Learning Outcomes," "An historic Context," "The Structure of Education in England and Wales," and "Steps to Implementation in Wales." (JA)

ED 449 831 JC 010 142

Environmental Scan of the Greater Sacramento Area, 1999.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Environmental Scanning; Futures (of Society); *Long Range Planning; *Strategic Planning; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Los Rios Community College District CA

This report provides a comprehensive look at the external environment impacting Los Rios Community College District (LRCCD) (California). It summarizes the social, economic, and political changes at the state and national levels, in general, and in the Sacramento-Yolo Consolidated Metropolitan Statistical Area (CMSA) served by LRCCD, more specifically, that are shaping the future for the District. The 1999 Environmental Scan includes the following sections: (1) Changing Demography; (2) Changing Economy and Employment Picture; (3) Other Local Higher Education Providers; (4) Changing Political Scene; (5) Projected Changes for Los Rios Community College District; and (6) Summary Observations of External Scan. Long term employment growth over the last 15-year period has been strong across all sectors except farming, mining, and government. While the total population in the Greater Sacramento CMSA is projected to increase slightly more than 20%, the number of high school graduates are projected to increase by almost 34%. Community and business representatives identified several key issues of concern during a 1997 Strategic Planning process: addressing educational challenges resulting from welfare reform; developing an identity as a networked system of colleges rather than as individual colleges; promoting better awareness of the colleges' comprehensive, low-cost and high quality offerings. Contains 34 charts. (JA)

ED 449 832 JC 010 143

High School Graduate Participation Rates: Proportions of Sacramento Area High School Graduates Enrolled in Los Rios Community College District, Fall 1998-Fall 1994.
PUB DATE- 99

*Educational Planning; Elementary Secondary Education; Higher Education; Lifelong Learning; Long Range Planning; *Master Plans; *Role of Education
IDENTIFIERS- *California

This framework is intended to guide in the development of a Master Plan for Education that will provide a comprehensive organizing template for California's schools, colleges, and universities. To be responsive to Californians' varied educational needs, the state requires a cohesive system of education in which all segments, from kindergarten through university, are coordinated. The long-term evolution of roles of state and local K-14 entities has blurred lines of responsibility in ways that can impede efficient and responsive delivery of education services and that do not allow clear lines of accountability. A Master Plan will provide frameworks for governance, resources, policy development and accountability that will ensure that the state and its citizens receive maximum benefit from California's enormous investment in education. These frameworks can then guide the long-term policy-making of the Legislature and education governance entities. The Master Plan must delineate specific objectives to support these planning objectives: every student must have the opportunity to learn from a full qualified teacher; the state must develop assessments that measure students knowledge, pursuant to standards; and local districts should be responsible for supporting learning at each site, consistent with local needs. (JA)

ED 449 852 JC 010 169

McPhail, Christine Johnson
Transforming Community College Leadership Preparation: A Cohort Leadership Learning Model.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; *Community Colleges; *Doctoral Programs; Higher Education; *Leadership; *Special Degree Programs; *Urban Education; *Urban Universities
IDENTIFIERS- *Morgan State University MD

This paper discusses the development of a doctoral program specializing in community college leadership. When Morgan State University (Maryland) expanded its existing Urban Educational Leadership Doctoral Program to include a concentration in Urban Community College Leadership, it became the first historically black university in the United States to provide such a program. To address the unique needs of the working professional, the program coordinator designed the Cohort Leadership Learning Model, which offers students a stimulating, highly structured, year-round program of study. Students will graduate from the Urban Community College Leadership Doctoral Program with a unique capacity to understand urban life and phenomena in the context of the vision, mission, goals, and objectives of this nation's urban and metropolitan comprehensive community colleges. The Cohort Leadership Learning Model is based on the belief that leadership of an urban community college requires a specific knowledge base emphasizing the following: the urban environment; the organizational culture and structure of learning-centered institutions; and the unique cultural and cognitive characteristics of urban learners. The annual Leadership

This report was prepared by The "Preparing Students as Global Citizens" Task Force of Howard Community College's Commission on the Future. The principal issue addressed by this task force was to identify ways in which Howard Community College (Maryland) can prepare its students to be effective citizens in a global society. Its focus is based upon a previous report stressing the need for community colleges to integrate their educational mission with issues regarding globalization. In order to execute its assignment, the task force studied an array of resource materials, formulated a vision, delineated a series of recommendations in five areas for the college to consider and pursue, and initiated an inventory of existing international resources. The vision consists of five priorities: making a commitment to education on global skills and competencies; providing adequate resources; recognizing diversity; promoting dialogue; and creating an environment where global competencies can be learned and practiced. A series of specific recommendations are then outlined in the following areas: (1) a list of competencies and skills required of all global citizens; (2) the roles of the administration, faculty, and boards; (3) community participation; (4) technology and global initiatives; and (5) financial resources necessary to support global initiatives. A draft worksheet that lists an overview of college and community resources is included. (JJL)

ED 449 873   JC 990 529

Provisional Community College Districts: A Proposed Method of Extending Community College Services to Unorganized Counties.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Role; *Community Colleges; Community Organizations; Community Programs; Community Schools; Institutional Cooperation; Multicampus Districts; *Policy Formation; Program Implementation; *School Community Relationship; *School District Reorganization; Two Year Colleges
IDENTIFIERS- *Arizona; *Provisional Community College Districts

A county with insufficient population and/or assessed valuation to qualify for a community college district may establish a provisional community college district. This proposal, prepared by the State Board of Directors for Community Colleges of Arizona, intends to demonstrate how the provisional community college district is a logical and useful step in the progression to the establishment of a community college district. This step can occur when the population and assessed valuation of the county demonstrate that the county can support a college of high quality without disproportionate state aid. The proposal presents several criteria that should be met to insure genuine local control, while assuring the quality of community college programs and services and realistic funding mechanisms. The procedure for establishing a provisional community college district follows the same path as for the established community college district, except the population and assessed valuation criteria would not apply. Appendix 1 describes alternatives presently available to unorganized community college districts. Appendix 2 details the requirements to form a community college district. A listing of the current assessed valuation and population figures for the four unorganized counties is presented in Appendix 3. (JJL) sections: (1) introduction; (2) benefits of and cautions about using results-based decision making; (3) the language of results- based decision making; (4) the creation of "logic models," which are frameworks for linking the partnership's desired results with activities to effect change; (5) guidelines for using results-based decision making to improve performance; (6) a phased approach for using results-based decision making to improve the lives of children and families; and (7) conclusion. The appendices include resources for more detailed information on specific topics (such as instruments to measure collaboration, quality of child care, child development, family functioning, and parenting skills). Contains 22 references. (EV)

ED 449 893   PS 029 181

Zimmerman, Elaine
A Guide to Engaging Parents in Public-Private Child Care Partnerships.
SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.
PUB DATE- 00
NOTE- 28p.; In collaboration with the staff of the Child Care Partnership Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperation; *Day Care; Early Childhood Education; *Parent Participation; Parent Role; *Partnerships in Education
IDENTIFIERS- *Public Private Partnership Programs

This guide is designed to assist public-private child care partnerships in engaging parents in improving child care. The guide offers information on: (1) why parents should be involved in child care partnerships; (2) roles that parents can play in partnerships; (3) how to successfully engage parents in partnerships; (4) tools for engaging parents; and (5) a list of additional resources, including organizations, publications, and Web sites to support parent involvement efforts. (EV)

ED 449 894   PS 029 182

Bishop, Kathleen Kirk, Ed.; Taylor, Mary Skidmore, Ed.; Arango, Polly, Ed.
Partnerships at Work: Lessons Learned from Programs and Practices of Families, Professionals and Communities.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 97
NOTE- 126p.; Supported in part by Project MCJ-507060.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cooperation; *Family Programs; Integrated Services; Interprofessional Relationship; *Program Descriptions; Social Services
IDENTIFIERS- *Family Resource and Support Programs; Family Support

Designed to celebrate family/interprofessional collaborative partnerships, this publication describes high-quality examples of how families and professionals at the family, community, state, and national levels have worked together to create programs and practices that are family-friendly and responsive

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Certification; Compliance (Legal); *Day Care; *Day Care Centers; Early Childhood Education; Educational Legislation; State Legislation; *State Regulation; *State Standards
IDENTIFIERS- Childrens Foundation DC; Day Care Licensing; *Day Care Regulations; District of Columbia; Licensed Programs; Puerto Rico; *Regulatory Agencies; Regulatory Evaluation; State Policy; Virgin Islands

This report is an update of information initially compiled in 1991 through a survey of the child care regulatory offices of the 50 U.S. states, the District of Columbia, Puerto Rico, and the Virgin Islands. The report begins with an introduction, definition of terms, and a question and answer summary. The bulk of the report is organized in alphabetical order by state or territory, and contains the licensing and regulatory data for each entity in the following 31 categories: (1) number and definition of regulated programs; (2) requirements; (3) regulations; (4) unannounced inspection policy; (5) complaint procedure; (6) staff qualification; (7) staff prescreening; (8) staff training; (9) child documentation policy; (10) child immunization policy; (11) discipline policy; (12) emergency medical consent policy; (13) environmental policy; (14) medication policy; (15) national life safety fire code policy; (16) playground policy; (17) regulatory process subcontracting policy; (18) smoking policy; (19) swimming pool policy; (20) transportation policy; (21) drop-in child care; (22) infant care programs; (23) overnight care programs; (24) programs for children with disabilities; (25) school age care programs; (26) sick child care programs; (27) subsidized programs (tiered reimbursement rates); (28) surveillance camera policy; (29) reporting child abuse and neglect; (30) local contacts; and (31) new or pending legislation. (KB)

ED 449 912 PS 029 209

Keeping Kids Safe: A Guide for Safe Food Handling & Sanitation for Child Care Providers.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cleaning; Day Care; Disease Control; *Hygiene; Infants; Preschool Children; Preschool Education; *Sanitation
IDENTIFIERS- Food Preparation; *Food Safety; Food Storage

Because children under age 5 are susceptible to food-borne illnesses and children in diapers present special sanitation and health problems, food safety and sanitation are emerging as important issues for child care providers. This booklet is designed to give providers and parents a quick and easy reference for food safety and sanitation. The first part of the booklet provides an overview of sanitation, covering handwashing, disinfecting, and safe diapering. The second part presents food safety basics for babies, covering safe handling of bottles, breast milk, and baby food. The third part of the booklet presents food safety basics for children in the areas of safe food handling, cooking, cleaning, cooling and arrange for the participation of Aboriginal and Torres Strait Islanders in educational decision making; 2) to increase the number of Aboriginal and Torres Strait Islander teachers; 3) to ensure equitable access for Aboriginal and Torres Strait Islanders to education and training; 4) to ensure participation of Aboriginal and Torres Strait Islander students in education and training; 5) to ensure equitable and appropriate educational achievement for Aboriginal and Torres Strait Islanders; 6) to promote the teaching of Aboriginal and Torres Strait Islander studies, cultures, and languages to all Indigenous and non-Indigenous students; 7) to provide community training, including proficiency in English literacy and numeracy, for Aboriginal and Torres Strait Islander adults; and 8) to improve NATSIEP implementation, evaluation, and resourcing arrangements. A collaborative action plan was designed around these eight priorities and is presented in this report. For each priority, a range of outcomes is presented for each sector of education: early childhood education; elementary and secondary education; vocational education and training, including adult and community education services; and higher education. Detailed strategies for implementation and performance measures accompany each outcome. Appendices present acronyms, terms of reference, NATSIEP priorities and 21 goals, taskforce process and membership, and 15 references. (TD)

ED 449 930 RC 022 746

National Statement of Principles and Standards for More Culturally Inclusive Schooling in the 21st Century.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Culturally Relevant Education; Disabilities; Educational Attainment; *Educational Policy; Elementary Secondary Education; English (Second Language); *Equal Education; Foreign Countries; *Indigenous Populations; *National Standards; Parent Participation; Parent Responsibility; School Community Relationship
IDENTIFIERS- *Aboriginal Australians; Access to Services; *Australia

At a March 2000 meeting, Australia's state, territory, and commonwealth ministers of education committed to a set of principles and standards for more culturally inclusive schooling in the 21st century. Building on a range of policy statements developed over the last decade, these principles and standards are described in terms of social justice and the rights of Aboriginal and Torres Strait Islander peoples to quality schooling, services, and equitable and appropriate educational outcomes, and the rights and responsibilities of parents as the first educators of their children. The principles address a variety of mechanisms, including providing a supportive educational climate; establishing effective teacher-student relationships; enrolling all compulsory-aged Indigenous children in school; expecting all Indigenous children to be fluent in English while being inclusive of their home language; increasing Indigenous staff members and community involvement; providing curricula that are free from bias, affirm cultural identity, and acknowledge the value of Indigenous cultures; supporting parents; and improving access to government services. The standards aim to provide facilities and services that are accessible; are of equal quality to those

*Mexican American Education; Partnerships in Education; Professional Development; *Rural Education; *Science Education
IDENTIFIERS- Arizona; Colorado; New Mexico; Systemic Change; *Systemic Educational Reform; Utah

Since September 1995, the Utah, Colorado, Arizona, New Mexico-Rural Systemic Initiative (UCAN-RSI) has promoted systemic reform to improve science, technology, and mathematics education for all rural students in its states. Initially, UCAN targeted 159,000 students in over 430 rural, primarily American Indian or Hispanic, communities. These communities are characterized by independence, strong sense of place, differences in culture and language, and interest in self-determination. Six self-defined regional coalitions were formed through which UCAN seeks to engage whole communities, to develop local support for continued educational reform. These coalitions are the Navajo Nation Coalition, New Mexico Tribal Coalition, Arizona Tribal Coalition, New Mexico County Coalition, Southern Colorado Coalition, and Ute Four Corners Coalition. This document contains yearly reports on the strategies and progress of UCAN-RSI during its first 3 years: September 1995-August 1998. Efforts are outlined in the following areas: development of standards-based math and science curricula that are culturally relevant to UCAN's communities; coordination of policies at the national, state, and local levels to support systemic reform; partnerships, collaboration, and resource convergence; professional development; community support and capacity building; technology training and distance education; student achievement and attainment; closing the gap between minority and Anglo/White students; and community involvement. A Third Year Executive Summary highlights accomplishments of specific coalitions. (SV)

ED 449 948 RC 022 811

LLamas, Vicente J.
UCAN: A Four-State Rural Systemic Initiative. Year Four Annual Report; Year Five Strategic Plan.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Division of Educational System Reform.
PUB DATE- 99
NOTE- 39p.; For reports on Years 1-3, see RC 022 810.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; Annual Reports; *Educational Change; Elementary Secondary Education; Leadership Training; *Mathematics Achievement; Mathematics Education; *Mexican American Education; Professional Development; *Rural Education; *Science Achievement; Science Education
IDENTIFIERS- Arizona; Colorado; New Mexico; Systemic Change; *Systemic Educational Reform; Utah

The Utah, Colorado, Arizona, New Mexico-Rural Systemic Initiative (UCAN-RSI) supports systemic improvement in science, technology, and mathematics education for all rural students in the four states, focusing on schools that enroll large numbers of American Indian and Hispanic students. This document contains a report on UCAN's 4th year (September 1998-August 1999) and its strategic plan for year 5. UCAN's 4th-year efforts aimed to accelerate implementation of standards-based curricula in focal schools. New partnerships and additional funding increased support for teacher professional development, educational capacity building, and community engagement. At the

IDENTIFIERS- *Brazil; *Environmental Protection

In this work a tentative approach is described, with the intent of an optimized insertion of the environmental contents in engineering courses, using the existing disciplines, and with a minimal, if any, increase of the disciplines related to environmental protection. The disciplines are firstly classified with regard to the environmental issues into four groups: (1) the fundamental ones, which can be considered as a tool for achieving a melioration or a degradation of the environment; (2) the application ones, which can be used for the melioration of the environment by controlling or correcting negative impacts; (3) the application ones, which are related to the degradation of the environment; and (4) the application ones that are specifically related to the protection of the environment. The recommended approach for insertion can be accomplished in three different routes: (1) reinforcement of the disciplines of the Group 1, including fundamental themes related with environment, such as ecology, environmental rights, etc.; (2) modification in the disciplines of Group Three, including in their programs the discussion of the possibilities of minimizing the degradation of the environment by means of primary, preventive measures; and (3) altering the disciplines of the Group Two, in order to include in their programs the subjects related to the secondary, corrective measures for environmental protection. The disciplines of the Group Four should discuss the necessary environmental contents for each engineering course that could not be given in other groups. With this approach, all the environmental contents of the engineering formation can be given without unnecessary increase of the duration of the courses, avoiding the repetition of subjects during the course. After interviewing all the professors of the engineering courses in the UFMG (Universidade Federal de Minas Gerais), it could be demonstrated that the proposed approach is feasible, and its implementation is presently being shaped for each course. (Author/YDS)

ED 449 967   SE 064 213

Meissner, David, Comp.

Border Environmental Education Resource Guide: Southern New Mexico, South Texas, Northern Chihuahua, Northern Coahuila, Northern Nuevo Leon, Northern Tamaulipas = Guia de Recursos de Educacion Ambiental en la Frontera: Sur de Nuevo Mexico, Sur de Texas, Norte de Chihuahua, Norte de Coahuila, Norte de Nuevo Leon, Norte de Tamaulipas.

SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Environmental Education.; World Wildlife Fund, Washington, DC.

PUB DATE- 00

NOTE- 196p.; Initially compiled by Elaine Hampton working for the Waste Education Resource consortium. Guide made possible by a grant from the U.S. EPA, Region 6, as part of the U.S.-Mexico Boarder XXI Program.

LANGUAGE- English; Spanish

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132),Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Ecology; Elementary Secondary Education; *Environment; Environmental Education; Environmental Influences; Foreign Countries; *Internet; Science Projects

TACCOL: Technology Advancing a Continuous Community of Learners.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Meeting of the Association for Mathematics Teacher Education (Charlotte, NC, February 10-12, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Graphing Calculators; Higher Education; Interdisciplinary Approach; *Mathematics Education; *Preservice Teacher Education; *Science Education

The TACCOL project (Technology Advancing A Continuous Community of Learners) at Clarion University of Pennsylvania involves a collaboration between the College of Arts and Sciences and the College of Education and Human Services. The purpose of TACCOL is to infuse technology into teacher preparation by integrating technology with an interdisciplinary approach to teaching science and mathematics. TACCOL involves three distinct populations: (1) university faculty; (2) inservice mathematics and science teachers; and (3) preservice mathematics and science teachers. The basic technologies incorporated into the project are: (1) laptop computers; (2) graphing calculators (TI-73 for elementary participants and TI-89 for secondary participants); (3) Calculator Based Rangers (CBRs); and (4) Calculator Based Laboratories (CBLs) with multiple probes. The constructivist philosophy of engaging learners with hands-on activity based projects is emphasized in the implementation of the workshops for all three populations. (Contains 11 references.) (ASK)

ED 449 990 SE 064 558

Costner, Kelly M.; Wagner, Sigrid; Owens, Douglas T.
Content-Responsive Program Evaluation: An Integrated Preservice Example.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Mathematics Teacher Education (Charlotte, NC, February 10-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Higher Education; *Mathematics Education; *Program Evaluation

This paper discusses the lack of and the need for program evaluation models for mathematics education and points out generic approaches to program evaluation. This project attempts to develop a mathematical approach to program evaluation that can be applied to an integrated preservice program for mathematics, science, and technology education teachers. Guiding questions for the overall project include: (1) How can program evaluators approach their task in a way that is valid for mathematics specialists; specifically, how can program evaluation be approached in a way that reflects the values of the mathematics education community? and (2) What is the role of the evaluator in content-responsive program evaluation? (Contains 13 references.) (ASK)

1 deals with general issues in social studies, while Section 2 examines social studies education in Botswana, Ethiopia, Ghana, Kenya, Malawi, Namibia, Nigeria, Tanzania, and Zambia. Essays in Section One are: (1) "The Historical Context of Education in British Colonial Africa" (L. Mafela; P. T. Mgadla); (2) "Philosophical Foundations of Social Studies Education in Africa" (A. A. Adeyinka); (3) "The Language of Social Studies Teaching in Africa" (J. Honey); (4) "The Linguist in the Teaching of Social Studies" (J. T. Mathangwane); (5) "The Use of Religion in Uniting the African People" (J. N. Amanze); (6) "Moral Education in African Schools" (V. Ocaya); (7) "The Relationship between Moral Education and Social Studies: The Case of Botswana Junior Secondary Curriculum" (J. O. Awino); (8) "The Role of African Parents in the Socialisation of Children" (M. O. Onyewadume); (9) "HIV and AIDS among Youth in Botswana: An Emerging Issue in Social Studies" (E. Seloilwe; E. Ncube; D. Ntseane); (10) "Socialisation Issues in Sport" (L. O. Amusa; S. A. Adeniran); (11) "The Values of Sport in the Promotion of a Culture of Peace" (A. L. Toriola); (12) "The Importance of Mathematics to Social Studies" (D. C. Mapolelo); (13) "Educational Technology in the Teaching of Social Studies in African Schools" (A. Akinyemi; A. Ngwako; P. Nleya); (14) "The Role of Teaching Practice in the Preparation of Social Science Teachers" (V. Morara); (15) "Infusing Gender Equity in Social Studies Teaching" (L. Asimeng-Boahene and B.-M. Mazile). Essays in Section Two are: (16) "Social Studies in Botswana" (G. Mautle); (17) "Social Studies in Ethiopia" (H. G. Dagne); (18) "Social Studies in Ghana" (L. Asimeng-Boahene); (19) "Social Studies in Kenya" (J. E. Otiende; O. Oanda); (20) "Social Studies in Malawi" (J. Tlou; V. Kabwila); (21) "Social Studies in Namibia" (F. A. Phiri); (22) "Social Studies in Nigeria" (M. B. Adeyemi); (23) "Social Studies in Tanzania" (W. L. M. Komba); and (24) "Social Studies in Zambia" (C. P. Chishimba; R. K. Simukoko). (BT)

ED 450 013   SO 032 125

Sathar, Zeba Ayesha; Lloyd, Cynthia B.; Haque, Minhaj ul
Investments in Children's Education and Family-Building Behavior in Pakistan: Findings from Rural NWFP and Punjab.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.
PUB DATE- 00
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Influence; Developing Nations; *Educational Attitudes; *Educational Environment; Educational Policy; Educational Research; Elementary Education; Family Size; Foreign Countries; *Parent Attitudes; Public Schools; Qualitative Research; Statistical Analysis; *Student Needs
IDENTIFIERS- Community Profiles; *Pakistan

Rising demand for schooling on the part of many Pakistani parents has immediate implications for the cost of children. To fulfill their educational aspirations, parents must invest more than they have in the past in each child both directly, in terms of various costs associated with school attendance and indirectly, in terms of missed opportunities for labor. Variations among communities in schooling conditions, partly driven by demand for schooling as it is expressed at the community level and partly driven by district and provincial educational policies, would be expected to be associated with variations between communities in family-building strategies. Survey results presented in this report are the outcome of a research strategy

EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Anthropology; Civics; Cultural Education; Economics; *Educational Resources; Elementary Secondary Education; Geography; History; *Information Sources; *Instructional Materials; Outreach Programs; *Professional Development; Reference Materials; Research Tools; *Resource Materials; *Social Studies
IDENTIFIERS- New England; Rhode Island

This guide provides an introduction to many different types and sources of social studies materials. The guide is divided into three sections representing classroom material, outreach activities, and professional resources. Each section is subdivided by resource type. Larger sections use categories to facilitate location of material by curriculum field; the typical arrangement of categories is General, Anthropology/Cultures, Civics, Economics, Geography, and History. Smaller sections are alphabetically arranged by the title of the resource, organization, or program. The first section covers "Classroom Instructional Resources," such as textbooks, trade books, multimedia resources, curriculum guides, journals, Web sites, dramatizations and model programs, games and simulations, and human resources. The second section covers "Outreach Activities," which typically involve experiences with learning sites or programs which are located or originate outside the school building. The third section covers "Professional Development and Planning Resources" for teachers. The index provides integrated access by subject and organization to all 845 entries. (BT)

ED 450 036 SO 032 528

Kjaergaard, Eigil; Martineniene, Rima
Democracy Every Day: Discussion and Decision Models for Young People and Adults.
PUB DATE- 00
NOTE- 52p.; English Language Editor: Joseph Everatt. Also available in Lithuanian.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Decision Making; *Democracy; *Democratic Values; Models; Organizational Development; Personal Autonomy; *Political Attitudes; Youth
IDENTIFIERS- Political Awareness

Real democracy is a style of living and thinking, in which every step refers to the principle of equality among people. This guide seeks to show models that can help people, especially young people, learn to live democratically. The guide notes that young people cannot learn democracy without continually, from the earliest years, living in democratic surroundings, practicing their own influence, participating when decisions are made, and sharing responsibility for their outcomes. It stresses staff training, communication among adults and youth, and definition of roles. The guide presents the following discussion and decision models: "Active Meeting"; "Future Workshop"; "Cafe Discussion"; "Fish Ball"; "Lemniscat"; and "Combined System." (BT)

ED 450 037 SO 032 529

influences. To emancipate people on all three levels of oppression, individuals must engage in a critique of the personal, situational, and historical forces which cause oppression. By the exposure of these forces and their juxtaposition against an ideal view of how these forces could be lessened, people become less oppressed and move toward emancipation. Critical theory is a personal responsibility and not just the responsibility of researchers who stand above the crowd and inform nonresearchers about how and what reality is. Under the critical perspective, people use their own insights as well as the work of researchers to understand and, ultimately, change reality. This paper presents a survey of critical theory. Contains 38 references. (BT)

ED 450 058   SO 032 577

Buchert, Lene, Ed.; Epskamp, Kees, Ed.
Open File: New Modalities for Educational Aid.
PUB DATE- 00
NOTE- 132p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Basic Skills; Childrens Rights; *Comparative Education; Developing Nations; *Educational Change; Elementary Secondary Education; Foreign Countries; Profiles
IDENTIFIERS- Bangladesh; *Educational Issues; Egypt; Global Economy; Guatemala; India; Japan; Outstanding Teachers

This journal focuses on comparative education and has four major sections. The "Viewpoint/Controversy" section contains one article: "Is the Globalization of the Economy Creating Values for a New Civilization?" (Koichiro Matsuura). The "Open File: Rethinking Educational Aid" section contains the following articles: "From Project to Programme to Sector-Wide Support: Some Questions and Concerns" (Lene Buchert); "EC-India Collaboration in Primary Education: Sector-Wide Approaches to Development Co-operation" (Shanti Jagannathan; Mervi Karikorpi); "Sector-Wide Approach to Education: Views from Sida" (Agneta Lind; Christine McNab); "An Assessment of New Modalities in Development Assistance" (Noel F. McGinn); "Sector Support Approach to Financing Basic Education: Lessons from Bangladesh" (Upali Sedere); "Mayan Participation in Educational reform in Guatemala: Changing the Policy Environment" (Linda Asturias; Katherine Grigsby; Theo Oltheten); and "The Sector Approach and Its Implications for Technical Assistance: The Social Fund for Development, Egypt" (Samir T. IsHak; Hussein M. El Gammal). The "Trends/Cases" section contains these articles: "'Different' at School: Discrimination and a Monitoring System to Forestall It" (Angeles Sagastizabal); and "The Rights of the Child and Education in Japan in the Light of the United Nations Convention" (Akiyoshi Kawaguchi). The "Profiles of Famous Educators" section contains this article: "Anisio Teixeira (1900-71)" (Carlos Roberto Cury). (BT)

ED 450 059   SO 032 578

Heady, Christopher
What Is the Effect of Child Labour on Learning Achievement? Evidence from Ghana. Innocenti Working Papers No. 79.
PUB DATE- 00
NOTE- 45p.; Builds on work supported by the UK's Department for International Development and the Economic and Social Research Council.
LANGUAGE- English

planning. In the second year, over 100 hours of participant observation occurred. Three teacher cases were shadowed throughout the school day, and teacher-researcher discussions were recorded. The resulting case studies described developmental changes associated with teachers' learning to use laptops in class. Conversations flowed through the school's network of settings that came to define the normative playing field for teachers' curricular decisions. Teachers' participation in these settings depended upon access to the activity and access to the social language used in the setting. Consistent teacher descriptions of peer choices to use or not use laptops indicated that access to the social language led to their understanding of the various roles laptops played in the school. (Contains 51 references.) (SM)

ED 450 079   SP 039 753

Minor, Lynn C.; Onwuegbuzie, Anthony J.; Witcher, Ann E.
Preservice Teachers' Perceptions of Characteristics of Effective Teachers: A Multi-Stage Mixed Methods Analysis.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Preservice Teachers; Sex Differences; *Teacher Characteristics; *Teacher Effectiveness; Teaching Skills
IDENTIFIERS- Teacher Knowledge

This study examined preservice teachers' perceptions of characteristics of effective teachers, as well as whether these perceptions were influenced by educational beliefs (i.e., progressive versus transmissive). Data for the study were collected from 134 preservice teachers enrolled in several sections of an introductory-level education class for education majors at a large Georgia university. Students were given a questionnaire asking them to identify, rank, and define characteristics they believed excellent teachers possessed or demonstrated and a survey that identified their educational beliefs as either progressive or transmissive. A phenomenological analysis of responses revealed several characteristics that many respondents considered to reflect effective teaching. In order of endorsement level, the following seven themes emerged: student-centered; effective classroom and behavior manager; competent instructor; ethical; enthusiastic about teaching; knowledgeable about subject; and personable. Chi-square analyses revealed no relationship between the seven perception categories of effective teachers and student teachers' race, year of study, preferred grade level for teaching, and education belief. However, significantly more males than females endorsed teacher characteristics that related to being an effective classroom and behavior manager. (Contains 25 references.) (SM)

ED 450 080   SP 039 754

Onwuegbuzie, Anthony J.; Witcher, Ann E.; Filer, Janet; Downing, Jan
Factors Associated with Teachers' Beliefs on Discipline.
PUB DATE- 00

for giving and receiving feedback. Chapter 7, "The Logistics"; chapter 8, "Troubleshooting"; and chapter 9, "Practicing What You've Learned," examine practical concerns. The first seven chapters provide suggestions for translating chapter subject matter into specific classroom situations, offering fill-in-the-blank forms that can serve as the basis of self-improvement plans and help teachers set personal goals related to supervisory roles. A list of organizations that provide useful information for paraeducators and teachers is included. (SM)

ED 450 099 SP 039 773

Lauer, Patricia A.
Instructional Practices and Implementation Issues in Multiage Classrooms.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Age Differences; Cross Age Teaching; *Educational Change; Educational Research; Elementary Secondary Education; Heterogeneous Grouping; *Mixed Age Grouping; Multigraded Classes; *Nongraded Instructional Grouping; Planning; Teacher Attitudes; *Teacher Collaboration
IDENTIFIERS- Looping (Teachers)

This report summarizes research literature on multiage classrooms, explaining how they operate, and describes a study of a low-performing, predominantly Native American school district which adopted multiage classrooms as its primary reform strategy. District teachers completed surveys about: planning; collaboration; student groupings and interactions; assessment; planning resources; preparedness; faculty development; perceptions about the effects of multiage classrooms and looping on student learning; opinions on advantages and disadvantages of multiage classrooms and looping; and suggestions for improving instruction and learning. Researchers observed 37 classrooms and interviewed principals and district administrators. They also collected data from a comparison school in a neighboring district that had successful multiage grouping. Teachers were dissatisfied with how multiage classrooms were mandated by district administrators. The mandate created camps of teachers divided over the issue. Teachers tended to feel incompetent, requesting more training and development. Teachers mentioned needing more materials and resources for these classrooms. They did not feel prepared to teach multiage classes. Little time was devoted to teacher collaboration, though it was considered important. Strong support from principals was important. Administrators believed the multiage approach had potential for reform of instruction. Three appendixes present study letters, forms, and surveys. (Contains 32 references.) (SM)

ED 450 100 SP 039 774

Williams, Bonnie; Bearer, Kathy
NBPTS-Parallel Certification and Its Impact on the Public Schools: A Qualitative Approach.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English

NOTE- 34p.; Paper presented at the Annual Meeting of the American
  Psychological Association (108th, Washington, D.C., August 4-8,
  2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Classroom Techniques;
  Discipline; Foreign Countries; Secondary Education; Secondary
  School Students; Secondary School Teachers; *Self Efficacy;
  *Student Behavior; Teacher Attitudes; *Teacher Burnout
IDENTIFIERS- Netherlands

This study tested a model in which perceived self-efficacy in classroom management explained the influence of student disruptive behavior on teacher burnout. Dutch secondary teachers completed the Maslach Burnout Inventory, Self-Efficacy Scale for Classroom Management and Discipline, and Order and Organization subscale of the Classroom Environment Scale. Before analysis, completed questionnaires were divided into two groups. Utilizing a structural equation modeling procedure with maximum likelihood estimation and a two-step modeling approach, researchers first tested the measurement model using half of the sample. Pseudo chi-square was significant, indicating the specification of the measurement model needed improvement. They related depersonalization and emotional exhaustion to one construct (the core of burnout). The measurement model was adequate since pseudo chi-square was not significant. Tests performed on the structural model indicated that it could be improved by adding a direct effect of personal accomplishment upon perceived self-efficacy. After this modification, Normed Comparative Fit Index (CFI) and Tucker Lewis Index (TLI) exceeded .90, a recommended criterion. The modified model was tested using the rest of the sample. CFI and TLI exceeded .90. After modification of the measurement model and structural model, researchers concluded that the hypothetical model was empirically sound. (Contains 75 references.) (SM)

ED 450 121   SP 039 798

Facio, Alicia; Batistuta, Mercedes
Argentinean Adolescents' Attitude toward Secondary School.
PUB DATE- 00
NOTE- 6p.; Paper presented at the Annual Meeting of the American
  Psychological Association (108th, Washington, D.C., August 4-8,
  2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Secondary Education; Secondary
  School Students; *Student Attitudes; Teacher Student
  Relationship; Teaching Skills
IDENTIFIERS- Argentina

This study examined the attitudes toward secondary school of 631 adolescents attending 8th, 9th, and 10th grade in Parana, Argentina in 1998. Students completed a scale of 12 questions about the value of school and their teachers' capacity to teach and to establish good relationships with their students. Overall, most Argentinean students showed positive attitudes, similar to those reported in Sweden and the United States. Students tended to question their teachers rather than their schools. Dissatisfaction with their teachers grew between the first and second year in secondary school, though the value of

13 figures.) (SLD)

ED 450 141 TM 032 331

Curry, Janice; Zyskowski, Gloria
Summer Opportunity To Accelerate Reading (S.O.A.R.) Evaluation, 2000.
PUB DATE- 00
NOTE- 45p.; For the 1999 evaluation, see ED 435 641.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; *Elementary School Students; Primary Education; Program Effectiveness; Program Evaluation; Reading Achievement; *Reading Improvement; *Summer Programs
IDENTIFIERS- *Austin Independent School District TX; Elementary Secondary Education Act Title I

The Summer Opportunity To Accelerate Reading (S.O.A.R.) program is the elementary summer school program to improve reading and literacy in the Austin Independent School District, Texas. In June 2000, the 21-day program served 2,406 students in grades 1 through 3 who were below grade level in reading or at risk of retention. The budget allocation of over $2 million was funded from Title I, a state grant, and local dropout prevention funds. Program effectiveness was measured by scores on the Developmental Reading Assessment (DRA). The average gain for all students was 2.1 reading levels as determined by the DRA, a gain equivalent to about one-fourth to one-half of an academic year. During the 4-week program, 92% of students showed reading improvement by advancing one or more levels on the DRA, and the average improvement for students who attended at least 19 days was 2.2 reading levels. The program has shown consistent gains from 1998 to 2000 even as enrollment has increased six fold. Thirty-six percent of students who began S.O.A.R. below grade level ended the program at or above grade level. Recommendations centering on student selection and professional development for teachers are made for program continuation and improvement. Five appendixes contain attendance data, reading level information, responses to the teacher survey, an S.O.A.R. daily schedule, and the year 2000 S.O.A.R. timeline. (SLD)

ED 450 142 TM 032 332

Keswick, Karen
Title VI Summary, 1999-2000. Feedback.
PUB DATE- 00
NOTE- 6p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; Elementary Secondary Education; *Federal Aid; *Itinerant Teachers; *Library Materials; Mathematics Instruction; Private Schools; *Program Descriptions; Program Evaluation; Resource Allocation; Volunteers
IDENTIFIERS- *Austin Independent School District TX; *Elementary Secondary Education Act Title VI; Reading Recovery Projects

Title VI provides federal funds to states under the Elementary and Secondary Education Act of 1965. This document describes Title VI programs and the use of funds in the Austin Independent School District, Texas (AISD). AISD's 1999-2000 Title VI allocation was $514,448 based on the district's

Improving the Odds: A Report on Title I from the Independent Review Panel.
PUB DATE- 01
NOTE- 25p.; The U.S. Congress created and funds the Independent Review Panel.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Standards; Accountability; *Educational Quality; Elementary Secondary Education; *Equal Education; *Federal Aid; Federal Legislation; Government Role; *Low Income Groups; Student Evaluation
IDENTIFIERS- *Elementary Secondary Education Act Title I; *Improving Americas Schools Act 1994 Title I

This report comments on findings from research and evaluation of both the implementation and the changes that the Improving America's Schools Act (IASA) of 1994 made to Title I of the Elementary Secondary Education Act (ESEA), with a particular focus on findings released since 1999. The report emphasizes recommendations made in April 1999 and adds others based on findings presented in the U.S. Department of Education's 2001 report, "High Standards for All Students: A Report from the National Assessment of Title I on Progress and Challenges since the 1994 Reauthorization." The report is presented by the Independent Review Panel, a Congressionally mandated, non-partisan panel of educators, researchers, and policy experts that advises the Secretary of Education on the evaluation of federal education programs. This report frames key issues related to the new approach to educational improvement embodied in the 1994 reauthorization of ESEA, proposing improvements in federal policy. It reviews changes that Congress made to Title I in 1994, particularly its mandate to raise standards for all children. Next, it lists the guiding assumptions behind the new approach to Title I, which makes it easier to judge whether the assumptions have proven true. The report then discusses ways in which implementation at the state and local level is not complete. The final section offers policy recommendations to strengthen the effectiveness of standards-based reform and the new Title I. (SM)

ED 450 165 UD 033 984

Walker, Karen E.; Grossman, Jean Baldwin; Raley, Rebecca
Extended Service Schools: Putting Programming in Place.
PUB DATE- 00
NOTE- 85p.; With Veronica Fellerath and Glee I. Holton.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Programs; *Community Schools; Elementary Secondary Education; *Extended School Day; Governance; Minority Groups; Needs Assessment; Poverty; Program Development; Program Evaluation; *School Community Programs; Student Participation

This paper describes a multi-year evaluation of the Extended-Service Schools (ESS) Adaptation Initiative, sharing what has been learned about opening up schools and initiating collaborative school-based programs in poor communities during hours that school is not in session. The ESS included four unique school-community collaborative models. This report discusses how cities began the process of opening up schools to children, youth, and adults and examines how these programs

Medicaid and the Children's Health Insurance Program (CHIP), a health insurance program financed by the federal child health block grant. It provides examples of successful efforts in different states. The five strategies include: (1) consider the demographics of the population when planning outreach strategies (engage fathers in getting their children enrolled and reach out to working families); (2) engage trusted members of the community or trusted community-based organizations to deliver messages and bridge the divide between service delivery systems and the public; (3) join efforts with African American institutions (fraternities and sororities, professional organizations, businesses and business groups, faith-based institutions, and historically black colleges and universities); (4) convey messages through the popular media; and (5) reach out to the community through special cultural events targeting African Americans. (SM)

ED 450 183   UD 034 004

Madaus, George F.; Clarke, Marguerite
The Adverse Impact of High Stakes Testing on Minority Students: Evidence from 100 Years of Test Data.
PUB DATE- 01
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Diversity (Student); *Dropout Rate; Elementary Secondary Education; Equal Education; High Risk Students; *High Stakes Tests; *Minority Group Children; Performance Based Assessment; *Student Evaluation; Student Motivation
IDENTIFIERS- Adverse Impact

This paper examines four aspects of current high stakes testing that impact minority students and others traditionally underserved by American education. Data from research conducted at Boston College over 30 years highlight 4 issues: high stakes, high standards tests do not have a markedly positive effect on teaching and learning; high stakes tests do not motivate the unmotivated; authentic high stakes assessments are not a more equitable way to assess the progress of students who differ in race, culture, native language, or gender; and high stakes testing programs have been shown to increase high school dropout rates, particularly among minority populations. The paper emphasizes the need to carefully monitor the four issues. Though raising educational standards and improving educational quality in American schools is important, efforts to foster academic achievement must involve more than simply setting demanding standards and mandating examinations that are referenced to them. The task remains to identify strategies for achieving the desirable reform objectives efficiently and effectively without having a negative impact on any subpopulation of students. An appendix presents: comparability of the Third International Mathematics and Science Study (TIMSS) Population 3 coverage index and data on dropouts in the United States. (Contains 59 references.) (SM)

ED 450 184   UD 034 005

Gough, Michael; Milloy, Steven
The Case for Public Access to Federally Funded Research Data. Policy Analysis.
PUB DATE- 00
NOTE- 22p.

SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *After School Programs; *Community Schools; Elementary Secondary Education; Nontraditional Education; Parent Participation; Partnerships in Education; Program Effectiveness; *Program Evaluation; Student Behavior; Urban Education

This paper summarizes data from evaluations of community school initiatives. Section 1 describes community schools, discusses the nature and limitations of existing research on effectiveness, and summarizes findings from 49 community school initiatives. This section also includes three examples of evaluations. All of the reports present findings on one or more outcomes, such as improved academic achievement, change in student behavior, or increased parental involvement. In 46 reports, some positive changes were noted, with 36 programs reporting academic gains, 11 programs reporting reductions in suspensions, 11 programs reporting reductions in problem behavior, 12 programs reporting increases in parent involvement, and 6 programs reporting lower violence rates. Section 2 offers research data on the 49 initiatives, presenting a brief overview of each model and outlining information currently available from research. It focuses on community schools and after-school programs. Within those two categories, the listings are presented at the national, state, and local levels. The listings range from multisite models to individual schools with unique programs. For each listing, contact information is included. (SM)

ED 450 205 UD 034 027

Mims, J. Sabrina
Expanding the Accelerated Schools Coaching Model: New Applications To Enhance Parallel Reform Movements.
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Change Strategies; *Charter Schools; College Faculty; College School Cooperation; *Educational Change; Elementary Secondary Education; *Excellence in Education; Higher Education; Preservice Teacher Education; Public Education; *Tutors; Urban Schools
IDENTIFIERS- *Accelerated Schools; California State University Los Angeles; *Coaching; Los Angeles Unified School District CA

This article describes how the Los Angeles Accelerated Schools Center (LAASC) expanded the original role of the accelerated schools coach to enhance the effectiveness of parallel reform efforts. Two such efforts are the Design for Excellence Linking Teaching and Achievement (DELTA) collaborative and the Los Angeles Annenberg Metropolitan Project (LAAMP). Essential to both is increasing student achievement by transforming learning environments and teacher preparation. The California State University, Los Angeles, Charter School of Education is the only school of education to parallel the process being

PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Libraries; *Church Related Colleges; *Fund Raising; Higher Education; Library Administration; *Library Funding; Library Policy; *Research Libraries; Special Libraries; *Theological Education

Fundraising is a growing responsibility for many academic library directors. Since the mid-1980s, large research libraries have employed development officers to help write grants, oversee special projects and expand the individual and corporate donor-base of the library. Smaller academic libraries cannot hire fundraisers. Directors and staff members in these institutions need to find development opportunities that they can handle along with their other responsibilities. They also need to cooperate with the existing development personnel at their institution. This project assesses the type(s) of fundraising activities that are appropriate for the director and/or staff of a seminary library. The literature review summarizes general principles of fundraising that are appropriate to any library effort, and highlights activities that are especially helpful to theological or other special libraries. The paper includes information on fundraising responsibilities in six other Protestant seminary libraries in Ohio. It analyzes Winebrenner Theological Seminary's (WTS's) current development policies and practices, and evaluates the fundraising potential of the WTS library. Finally, the paper outlines a practical strategy for involving the library in fundraising for the seminary. (Contains 16 references.) (AEF)

ED 449 813 IR 058 057

Stach, Ron
Searching for Utopia: Best Practices in Digitizing the Corporate Library.
PUB DATE- 99
NOTE- 68p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Corporate Libraries; Digital Computers; *Information Management; Information Storage; Information Technology; Organizational Development; Preservation; Special Libraries
IDENTIFIERS- Digital Collections; *Digitizing

Using an in-depth review of the literature and the author's own personal experience, this paper attempts to distill the eight best practices of those undertaking digitization projects. Results are intended specifically to assist special librarians undertaking a digitization effort in a corporate setting, but conclusions could equally apply to the public or non-profit sector. Digitization experiences are examined from public, academic, and corporate libraries, books and how-to manuals for digital librarians, and unpublished presentations from workshops and conferences. Discussion includes knowledge management and its relationship to a corporate digitization project. Questions focus on why, what and how to digitize. Major issues that should be considered in a digitization project are revealed, such as immature technologies, lack of standards, and intellectual freedom. Key conclusions are that there is no absolute "right" way to digitize, but that best practices are clearly discernible. Opportunities for further research are suggested. The best practices of effective digitizers (also listed in an appendix) are identified as follows: (1) It is best to be on the cutting edge, not the bleeding edge, of technology; (2) Knowledge management is not left out; (3) People are key, not the technology; (4) End users

NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Attendance; *College Bound Students; *Community Colleges; Enrollment; *Enrollment Rate; Enrollment Trends; *High School Graduates; Two Year Colleges
IDENTIFIERS- *Los Rios Community College District CA

This report profiles the enrollment patterns of recent high school graduates of the Greater Sacramento Metropolitan Area who attend Los Rios colleges (California). This summary and the full data report provide the District and its colleges with research information on rates of participation by students who graduated from Los Rios Community College District's Sacramento area feeder high schools. This executive summary primarily reviews the top feeder high schools to the Los Rios District, its colleges and centers. The cohort for this study includes those students enrolled at Los Rios colleges from fall 1994 to fall 1998 who are 19 years of age or younger, received a high school diploma and last attended high school in the year specified. Graduates from the top ten feeder high schools made up 43.1% of the fall 1998 enrollment compared to 43.4% in fall 1997, decreasing by a slight 0.3%. The total number of high school graduates from Los Rios feeder high schools increased by 7.6%, from 13,507 graduates in 1997 to 14,538 graduates in 1998. However, the number of those graduates enrolling in Los Rios colleges increased by a smaller 2.0% from 3,739 in fall 1997 to 3,813 graduates enrolled in fall 1998. (JA)

ED 449 833   JC 010 144

Five-Year Interim Report.
PUB DATE- 00
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); *College Administration; *College Planning; Community Colleges; Institutional Evaluation; Program Evaluation; *School Effectiveness; Two Year Colleges
IDENTIFIERS- *Truckee Meadows Community College NV

Truckee Meadows Community College's (TMCC) (Nevada) Interim Report covers activities from October 1995 through August 2000. Part A addresses the institution's responses to the five general recommendations from the 1995 Northwest Accreditation site visit: (1) that the college incorporates missing components into one of its degree programs and several certificate programs, which at the time of the site visit were lacking a component of general or other related education; (2) that the college immediately construct a conceptual framework that links information to a planning process that would provide the institution a sense of direction; (3) that faculty define opportunities within their curricula that ensure students will acquire skills in applying information and technology; (4) that the college achieve consistency in faculty evaluation across the campus by adhering to the provisions of Standard VII; and (5) that priority be given to establishing an organizational structure and accompanying operating procedures that are clearly defined. Part B addresses questions related to other institutional changes. Part C cites significant changes related to commission policies and standards. In general, the college developed a new mission and strategic goals; new emphases were

Institute prepares the student to function effectively in the cohort and provides direction for completing the requirements of the program of study. (JA)

ED 449 853   JC 010 170

Environmental Scanning Report.
PUB DATE- 97
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; *Community Colleges; Educational Assessment; *Educational Environment; *Environmental Scanning; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Truckee Meadows Community College NV

This report describes Truckee Meadows Community College's (Nevada) environmental scanning process and results. The college decided that environmental scanning and forecasting techniques should be used to plan for both short-term and long-term external factors that impact programs, enrollment, and budgets. Strategic goals include: (1) keeping pace with changing technologies; (2) initiating strategic alliances with business and industry and expanding community partnerships; (3) increasing diversity; (4) enhancing outreach efforts; (5) providing lifelong learning to the community; and (6) assessing instructional effectiveness and student satisfaction. Trained scanners selected seven taxonomy areas most relevant to the college's service area: education; demographics; gaming; labor force and the economy; political; social & lifestyles; and technology. Teams were created to work on each area. One of the trends highlighted by the Education Team is that communication technology and distance learning will require community colleges to make changes in access to learning and content of teaching. The Technology Team reported that distant education on-demand from virtual schools will play a major role in Nevada's education. And the Gaming Team found that gaming interests will continue to be the most powerful economic force in the community, continuing to generate the largest number of jobs. These teams contribute greatly to the planning process and help provide the college with direction. (JA)

ED 449 854   JC 010 171

Alpern, Barbara E.
Factors That Influence Community College Transfer Students' Satisfaction with Their Baccalaureate Institutions.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Articulation (Education); *College Transfer Students; *Community Colleges; Higher Education; Participant Satisfaction; *Predictor Variables; Student Educational Objectives; *Student Experience

Research on persistence to degree suggests that students' satisfaction with their institution is a good predictor of successfully completing a baccalaureate degree. This study examines the direct and indirect personal and institutional factors that influence community college transfer students' satisfaction with their baccalaureate institutions and, ultimately, their persistence to degree. Significant predictors

ED 449 874 JC 990 531

Indiana Degree Completion in National Context. Working Paper.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *Comparative Analysis; *Degrees (Academic); Demography; *Educational Attainment; Higher Education; National Norms; Time to Degree; *Undergraduate Study
IDENTIFIERS- *Indiana Commission for Higher Education

The purpose of this working paper is to understand the extent to which competing methodologies for measuring degree completion affect the comparability of information presented, and to better position the Indiana State Commission for Higher Education to make comparisons with national data. This working paper compares seven national studies of degree completion, as measured by student cohort, second-year persistence, transfer rates, and measurement period, including an attempt to adjust the most recent Commission figures for "best comparability" with each. Of the six national studies with published degree completion rates, Indiana appears to outperform five of them, comparing Indiana to the nation as a whole. Nine suggestions are offered for modifying the way in which the Commission measures and/or reports degree completion and persistence in the next analysis cycle. The intent of these suggestions is to allow the next Commission's report on degree completion and persistence to be compared with national data. Following this discussion, Commission staff will prepare the next analysis with two primary objectives: (1) produce degree completion and persistence rate information which can be compared nationally and with as few explanatory caveats and possible, and (2) produce a reporting mechanism which can be reasonably replicated for trend analyses on Indiana public postsecondary education. Contains 19 references. (JJL)

ED 449 875 JC 990 532

Workforce Development System Outcome Report, Program Year 1995-1996.
PUB DATE- 98
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Community Colleges; Continuing Education; *Employment; *Evaluation Methods; *Labor Force Development; *Outcomes of Education; Supported Employment; Tables (Data); Two Year Colleges; Vocational Education; *Wages
IDENTIFIERS- *North Carolina

This report was prepared by representatives of the North Carolina Interagency Performance Management Team and the staff of the Governor's Commission on Workforce Preparedness (GCWP). The purpose of the report is to have team members use mutually agreed upon measurements to study the employment and wage outcomes of North Carolina's workforce development system. Included in this report is performance information for the workforce system as a whole and for the individual agencies/programs that comprise the system. A separate chapter is devoted to each of the seven agencies and organizations: (1)

to what families have said they want and need. Following the preface offering a call to action, the publication's contents are: (1) "Creating the Context: Family-Centered, Community-Based, Culturally Sensitive Partnerships" (Kathleen Kirk Bishop and Polly Arango); (2) "The Gallivan-Hackett-Waters Story: Three Generations of Partnerships" (Pat Hackett-Waters, Glen Gallivan, and Lucille Hackett); (3) "Family Voices: A Grassroots Public/Private Partnership" (Polly Arango, Betsy Anderson, Julie Beckett, Josie Woll, Trish Thomas, Maggie Schwarz, and Bob Craig); (4) "Peanut Butter & Jelly: A Culturally Sensitive, Community-Based Family Center in New Mexico" (Sylvia Ruiz, Antionette Tellez-Humble, Maida Trujillo, Stella Primavera-Stanz, Troy Martinez, and Debbie Sanchez); (5) "PACER's Team Training on Transition: A Statewide Partnership with Youth in Minnesota" (Ceci Shapland and Corey Jackson); (6) "Project Unity: Family Empowerment and Community Renewal in Texas" (Jeannie Heller and Jaslin Evette Smith); (7) "Applying Lessons Learned: Family-Centered, Interprofessional Education and Practice" (Bonnie Strickland); and (8) "Responses and Recommendations ('Recommendations for Practice' by Mary Skidmore Taylor; 'Family Response' by Betsy Anderson; 'Social Work Response' by Paula Allen-Mears; 'Health Response' by Tom Tonniges and Dianne Haas; and 'Education Response' by Dean Corrigan)." The publication's appendix lists suggested readings and references; describes the National Commission on Leadership in Interprofessional Education; and lists principles of family/professional collaboration, key elements of family-centered care, fundamentals of cultural competence, and Board members of Project Unity. (EV)

ED 449 895   PS 029 188

Pre-K Initiatives in Five States. NCEDL Spotlights Series, No. 29.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.; Based on the technical report "Education for Four-Year-Olds: State Initiatives" by James J. Gallagher, Jenna R. Clayton, and Sarah E. Heinemeier; see PS 029 189.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; Change Strategies; Comparative Analysis; *Early Intervention; *Educational Change; Educational Policy; *Preschool Education; Program Descriptions; *State Programs
IDENTIFIERS- Georgia; Illinois; New York; South Carolina; Texas

The 29th in the National Center for Early Development & Learning's (NCEDL) "Spotlight" series, this report is based on a technical report available online, and summarizes findings of a study analyzing the change strategies used in the development of pre-kindergarten programs for 4-year-olds in the states of Georgia, Illinois, New York, South Carolina, and Texas. Key figures in political and educational circles were interviewed to determine the major facilitators to the policy shift, the barriers to be overcome, and strategies used to make the policy shift. The findings indicated major differences among the five states related to financial support, a gradual versus sudden program establishment, and the organizational support systems available. Commonalities among the five states included significant political leadership, early school failure as a key reason for program initiation, embedding the pre-K program into a larger package of educational reform, considerable effort to refrigeration, storing leftovers, and safely handling leftovers. This section also includes food safety for field trips. A handwashing poster and refrigerator storage chart are included. The booklet concludes with a list of local and federal resources and related organizations. (HTH)

ED 449 913 PS 029 210

Effective Language for Communicating Children's Issues.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Child Advocacy; Childhood Needs; *Children; Communication Research; Day Care; Early Childhood Education; Focus Groups; *Mass Media Effects; Media Research; Political Issues; Public Opinion; Social Attitudes; Violence

Maintaining that only by integrating communications into program planning and policy can Kids Count grantees and other child advocates achieve their goals, this document presents four studies examining the ways in which the media currently frame children's issues, the consequences of those frames, and possibilities for reframing media depictions to support particular policies. Chapter 1, "Public Opinion and the Challenge of Children's Issues" (Susan Bales), identifies the policy issues upon which the research was based, identifies communications challenges in translating children's issues for broad public support, describes the research, and presents suggestions for reframing children's issues. Chapter 2, "Children as a Political Issue--A Review of Current Public Opinion" (Margaret Bostrom), provides an overview of the current standing of children as a political issue, with additional emphasis on education, crime/juvenile justice, poverty, health care, and child care. Chapter 3, "How People Talk about Children's Issues: A Focus Group Report" (Margaret Bostrom), presents key lessons from seven focus groups regarding crafting communications related to children, adolescents, health care, poverty, welfare, crime, rebuilding communities, and taking action. Chapter 4, "The Influence of Local Television News Frames on Attitudes about Childcare" (Franklin D. Gilliam), explores the significance of framing as a news tool to influence viewers, and shows how various news frames influence child care attitudes. Chapter 5, "Language for Reducing Violence" (Axel Aubrun and Joseph E. Grady), recommends a variety of framings and metaphors for communicating messages about violence in American communities. Some chapters contain references. (KB)

ED 449 914 PS 029 213

A Year after Columbine: Public Looks to Parents More than Schools To Prevent Violence.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Safety; Elementary Secondary Education; *Gun Control; Legislation; National Surveys; *Parent Responsibility; *Parents; *Public Opinion; *School Safety; Schools; Telephone Surveys; *Violence

provided to non-Indigenous children; enable completion of secondary education; provide services to Indigenous students with disabilities, especially hearing impairments; provide teachers that are qualified and trained in cross-cultural pedagogy; include Indigenous representation in decision making; provide culturally inclusive education in juvenile justice programs; enable Indigenous children to achieve literacy and numeracy; and ensure attendance by Indigenous students. (TD)

ED 449 931 RC 022 747

A Model of More Culturally Inclusive and Educationally Effective Schools.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Change Strategies; *Educational Change; *Educational Environment; *Educational Practices; Elementary Secondary Education; *Equal Education; Foreign Countries; *Indigenous Populations; Models; National Standards; Professional Development; School Community Relationship; Teaching Methods
IDENTIFIERS- *Aboriginal Australians; *Australia

Conscious that the achievement of educational equality for Australia's Indigenous peoples is a national priority, Australia's ministers of education, at a March 2000 meeting, committed themselves to a model of more culturally inclusive and educationally effective schools. The model is based on findings from recent work to improve educational outcomes and integrates the successful outcomes of Indigenous programs into mainstream schooling practice. Three focus areas--community, school, and classroom--each have a number of elements to address. School communities need to understand the importance of adopting new approaches to Indigenous education; develop cross-portfolio mechanisms to address the relationship between low educational outcomes and poverty, poor health, deficient housing, and limited access to government services; and actively involve Indigenous parents in decision making. In schools, the integration of the new model will rely heavily on school leadership; an environment that is flexible, stimulating, and supportive; professional development that assists educators in integrating the new model; and implementation that is congruent with the prevailing curriculum and standards framework. Continuous monitoring and recording of Indigenous student progress will determine the success and future direction of the model. At the classroom level, the success of the new model will depend on teachers who understand Indigenous students, recognize differences in learning styles, have high expectations, and are receptive to innovation. A range of intervention strategies, such as one-on-one and small-group teaching, mentors, and parent/community support, must be considered for Indigenous students most at risk. (TD)

ED 449 932 RC 022 748

Report of MCEETYA Taskforce on Indigenous Education.
PUB DATE- 00
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

beginning of the program year, UCAN's Navajo Nation Coalition was funded as a separate RSI, and its data are excluded from this report. Part 1 of the annual report presents data on science and mathematics achievement for New Mexico and Arizona students in UCAN-targeted schools, UCAN-eligible but nontargeted schools, and other schools. Part 2 provides data on teacher professional development and number of students impacted. Part 3 describes activities related to UCAN's six overarching goals: leadership training for systemic reform; school data use as an educational planning tool; school-community networks; modeling and mentoring among UCAN schools; multistate, multijurisdictional cooperation; and community outreach focused on standards-based education. Part 4 highlights activities and outcomes for specific schools and coalitions. The 5th-year strategic plan focuses on further strengthening reform structures of school and community networks and discusses each of UCAN's six main goals in terms of the UCAN legacy and sample coalition plans. (SV)

ED 449 949 RC 022 812

LLamas, Vicente J.
UCAN: A Four-State Rural Systemic Initiative. Year Two Performance Effectiveness Review (PER).
SPONS. AGENCY- National Science Foundation, Arlington, VA. Division of Educational System Reform.
PUB DATE- 97
NOTE- 26p.; For the Year 3 Performance Effectiveness Review, see RC 022 813.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indian Education; *Educational Change; Elementary Secondary Education; *Mathematics Education; Mexican American Education; Professional Development; *Program Effectiveness; Program Evaluation; *Rural Education; *Science Education
IDENTIFIERS- Arizona; Capacity Building; Colorado; New Mexico; *Performance Indicators; *Systemic Educational Reform; Utah

The Utah, Colorado, Arizona, New Mexico-Rural Systemic Initiative (UCAN-RSI) supports systemic reform of mathematics, technology, and science education for rural students in its states, focusing on schools with high enrollments of American Indian and Hispanic students. This performance effectiveness review covers UCAN's progress during its second year (September 1996-August 1997) and up to 3 months into year 3. During year 2, UCAN accelerated its implementation of standards-based science and math curricula in the classroom, building capacity and intensifying its involvement with focus communities through a comprehensive professional development effort. UCAN worked with 102 focal schools during year 2 with at least 25 percent of math and science teachers at each school receiving at least 60 hours of professional development. These schools have a total enrollment of 29,024 students with 46 percent being American Indian and 34 percent being Hispanic. UCAN's efforts to track mathematics and science achievement data in its schools are briefly described. UCAN's six coalitions are described, each with a representative school or district and its performance indicators in 10 areas. The coalitions and their schools/districts are Southern Colorado Coalition (North Conejos School District); Ute Four Corners Coalition (Ignacio School District, Colorado); New Mexico County Coalition (Taos School District); New Mexico Tribal Coalition (Santa Clara Day School); Arizona Tribal Coalition (Salt River Pima-Maricopa

IDENTIFIERS- Mexico (Chihuahua State); Mexico (Nuevo Leon); Mexico (Tamaulipas State); *Mexico United States Border; New Mexico (South); Texas (South)

This guide provides educators and residents of the border with useful information about environmental education program offerings along the eastern half of the United States-Mexico border. The programs listed in the guide represent a broad range of educational efforts focused on understanding the environment and solving environmental problems in the border communities. The guide contains information about environmental education programs offered by organizations in Southern New Mexico, Southern Texas and the Northern reaches of Chihuahua, Coahuila, Nuevo Leon, and Tamaulipas. (Mexico) (SAH)

ED 449 968 SE 064 308

Wilson, Ruth A.
Fostering a Sense of Wonder during the Early Childhood Years.
PUB DATE- 93
NOTE- 197p.; Supported by the Ohio Environmental Education Fund through a grant to Bowling Green State University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Early Childhood Education; Earth Science; *Environmental Education; *Program Development; *Program Evaluation; *Program Improvement; Science Curriculum

This book is based on the understanding that fostering a sense of wonder and appreciation for the natural world is important to the development of young children and the preservation of planet Earth. It is also based on the belief that experiences children have early in life impact the attitudes and behaviors they carry with them throughout their lifetime. This book is divided into four major sections. The first section outlines some ideas on what an early childhood environmental education program encompasses, addressing both what a quality environmental education program for preschoolers is and what it is not. The second part of the book is devoted to infusing environmental education into all aspects of the early childhood curriculum. Part three addresses special considerations in developing and implementing an early childhood environmental education program. The last section addresses program evaluation and offers a self-rating scale that can be used as a tool for evaluating and enriching one's own early childhood environmental program. An appendix offers several annotated bibliographies of related resources, one of which outlines resource materials for teachers, whereas a second bibliography presents books for children. (Contains 27 references.) (ASK)

ED 449 969 SE 064 339

Learn about Physical Science: Simple Machines. CD-ROM .
PUB DATE- 00
NOTE- 0p.; Includes teacher's guide. For other CD-ROMs in series, see SE 064 340-341.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

ED 449 991   SE 064 560

Gage, Michele
A Look at a Seminar in Individualized Instruction: Extending Tutoring To Develop a Meaningful Field Experience Prior to Student Learning.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the Association for Mathematics Teacher Education (Charlotte, NC, February 10-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Field Experience Programs; *Mathematics Instruction; Mathematics Teachers; *Preservice Teacher Education; *Tutoring

What are some of the things we can do to create meaningful field experiences prior to student teaching? An attempt to cater to career-changers with day jobs led to the creation of a small tutor seminar group. The students tutored secondary mathematics students, met monthly as a group, and communicated with the instructor weekly through e-mail. Individualized assessment, lesson planning, instructional strategies and reflective journals helped students to explore how individualized instruction can inform classroom teaching. In this session, the course objectives and methods will be briefly discussed, and sample work and reflections of the tutor participants will be examined. This will lead the session's participants into a discussion of what creates a meaningful field experience, and what we can do to provide more of them for a wide range of student needs. (Author)

ED 449 992   SE 064 564

Shapley, Deborah
The National Science Board: A History in Highlights, 1950-2000.
PUB DATE- 00
NOTE- 93p.; Produced by the NSB 50th Anniversary Task Force, Low Associates, and the NSB office staff.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Adult Education; Elementary Secondary Education; Higher Education; Science Education History; *Science History; Sciences; Scientists; Standards
IDENTIFIERS- *National Science Board; *National Science Foundation

This document highlights key moments in the history of science chosen for their national impact and for the insight they provide on the values and principles that guide the inner workings of the National Science Board (NSB) in its governance of the National Science Foundation (NSF) and its role in national policy. This brochure takes a walk through the history of the board from the 1950s through the 1990s. Highlights include peace and the cold war, setting terms for academic science, strengthening White House science policy, the Mansfield amendment, K-12 and undergraduate education, and the frontier of information technology. Former members of the board and executive secretaries and officers are also listed. (SAH)

ED 449 993   SE 064 566

Accelerated Math R : Pilot Schools Report. A School Renaissance designed to test the association described above. The goal was to visit a range of rural villages or communities reflecting very different socioeconomic and schooling conditions to explore the possible links between schooling and family-building strategies at the community level. The study outlined in the report was undertaken in 1997 in 12 rural villages in the Punjab and North Western Frontier Province (NWFP); within each community 60 households were selected systematically in each of the two provinces. Both qualitative and quantitative research methods were applied to the data. The study captured variations in schooling availability and quality across the sites sampled. Girls, in particular, suffer in terms of school quality since public girls' schools offer fewer amenities. The data indicate changes in parents' attitudes toward education are related to their reproductive behavior. Contains extensive figures and tables and 18 references. (BT)

ED 450 014 SO 032 177

Graf, Mike
The World's Best Places: Classroom Explorations in Geography & Environmental Science.
PUB DATE- 00
NOTE- 114p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Environmental Education; Foreign Countries; *Geography; Geography Instruction; Intermediate Grades; Middle Schools; *National Parks; *Physical Environment; Physical Geography; Social Studies
IDENTIFIERS- *Topic Units

This book offers an alternative to traditional upper elementary and middle school lesson plans, using 32 of the world's national parks as a springboard for activities. The activities in the book are divided into chapters that deal with particular topics of study: wildlife, plant life, geography, and geology. Includes step-by-step instructions that illustrate how the activities can be implemented to teach a range of other topics, including glaciers, endangered species, indigenous cultures, forest preservation and destruction, ecosystems, and biological diversity. Contains four appendices, which include descriptions of all 32 parks and a list of related organizations. (BT)

ED 450 015 SO 032 194

World Development Report, 2000/2001. Attacking Poverty.
PUB DATE- 01
NOTE- 335p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Civil Liberties; Developing Nations; Foreign Countries; *Global Approach; International Programs; *Poverty; *Social Problems; *World Problems
IDENTIFIERS- Deprivation Index; Development Education; *Global Issues

This report seeks to expand the understanding of poverty and its causes and sets out actions to create to create a world free of poverty in all its dimensions. The report both builds on past thinking and strategy and substantially broadens and deepens what is judged to be necessary to meet the challenge of reducing poverty. It argues that major reductions in human

Muller, Martina, Ed.

Communities and Regions in Germany: Social Studies, Grades 3-4. Update 2000.

PUB DATE- 99

NOTE- 83p.; Edited with the help of Michael Mentwich. For 1995 edition, see ED 412 152. Accompanying audiotape, transparencies, and slides not available from EDRS.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)

DESCRIPTORS- Elementary Education; Foreign Countries; *Geography; Geography Instruction; Grade 3; Grade 4; *Map Skills; *Social Studies

IDENTIFIERS- *Germany

This primary/elementary instructional package is targeted at grades 3-4. The lessons are presented as a travelogue and include (1) "Germany in Numbers: Size, Population and Landscape" and (2) "The German Landscape," both of which practice basic geography skills in a comparative Germany/United States context, and (3) "Traveling through Germany," which tours 6 states and 13 cities, displaying the variety of regional landscapes and important historical and cultural sites. Each lesson begins with a teaching outline which includes instructional objectives, materials, and procedures. Includes an audiotape, 15 transparencies, and 58 color slides. (BT)

ED 450 038 SO 032 531

People v. Rose: Issues of Poisoning, Assault with a Deadly Weapon and Search and Seizure. Official Materials for the California Mock Trial Program.

PUB DATE- 99

NOTE- 82p.; "Featuring a pretrial argument on the Fourth and Fourteenth Amendments of the U.S. Constitution." Co-sponsored by California Department of Education, State Bar of California, California Young Lawyers Association, and Daily Journal Corporation. Developed by Marshall Croddy, William C. Hayes, Andy Schwich, Eden Kusmiersky, and Amy McDougal.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Citizenship Education; Controversial Issues (Course Content); Educational Benefits; High Schools; Higher Education; *Law Related Education; Simulation; *Social Problems; Social Studies

IDENTIFIERS- *Mock Trials

Each year the Constitutional Rights Foundation (CRF) seeks to create a mock trial that addresses serious matters facing young people today. In recent times, the actions and behaviors of student groups on high school and college campuses have become major stories in the national media. Incidents of hazing and peer pressure have raised questions about harassment, depression, self esteem, date rape, responsibility, and drug and alcohol abuse. By affording students an opportunity to wrestle with societal problems within a structured form, CRF strives to provide a powerful and timely educational experience. The goal is for students to conduct cooperative, vigorous, and comprehensive analysis of these program materials, with the guidance of teachers and coaches. The

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Attendance; *Child Labor; Comparative Education; Developing Nations; Educational Research; Elementary Secondary Education; *Enrollment; Foreign Countries; Higher Education; Social Science Research; *Student Motivation; Student Surveys; Test Results
IDENTIFIERS- *Ghana

This paper reports on a study that analyzed the links between child labor and poor school performance. Using data gathered in Ghana in recent years through the administration of tests, the study measured reading achievement and mathematics achievement to about half of the individuals surveyed as part of the Ghana Living Standards Survey. The paper moves away from conventional studies on child labor and education, which tend to focus on low school enrollment and attendance. It goes further, to examine the day-to-day impact of child labor on those in school, finding that, as well as leaving children too tired to learn, child labor robs them of their interest in learning. The paper concludes that children who are already contributing economically to their family income may be less interested in academic achievement, resulting in lack of motivation that affects both their learning and their future prospects. Contains 19 notes, 5 figures, 13 tables, and 17 references. (Author/BT)

ED 450 060 SO 032 579

Mehrotra, Santosh
Integrating Economic and Social Policy: Good Practices from High-Achieving Countries. Innocenti Working Papers No. 80.
PUB DATE- 00
NOTE- 47p.; Earlier versions presented at the Council for Research on Poverty Conference (Amman, Jordan, November 10, 1999) and the PrepCom of the World Summit for Social Development (New York, NY, April 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; Economic Factors; Foreign Countries; *High Achievement; Literature Reviews; *Public Policy; Social Influences; Social Science Research
IDENTIFIERS- Economic Indicators; *Social Policy; UNICEF

This paper examines the successes of 10 "high achievers," countries with social indicators far higher than might be expected, given their national wealth, pulling together the lessons learned for social policy in the developing world. The 10 countries identified are Costa Rica, Cuba, Barbados, Botswana, Zimbabwe, Mauritius, Kerala, Sri Lanka, Republic of Korea (South Korea), and Malaysia. The paper notes that their cultures, languages, and histories are varied, and that they have little in common, except in one crucial respect: they have all managed to exceed the pace and scope of social development in the majority of other developing countries. Their children go to school, and their child mortality rates have plummeted. The paper shows how, in the space of 50 years, these countries have made advances in health and education that took nearly 200 years in the industrialized world. Many of their social indicators are now comparable to those found in industrialized countries. The paper reviews UNICEF-supported studies which examined data on the evolution of social policy, social indicators, and public expenditure patterns in these countries over the 30-40 years of the post-colonial epoch. These studies

NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Classroom Techniques; *Discipline; Elementary Secondary Education; Ethnicity; *Intervention; Sex Differences; Student Behavior; Student Teacher Attitudes; *Teacher Attitudes; *Teacher Characteristics; Teaching Experience

This study examined characteristics associated with teachers' views on discipline, comparing discipline styles based upon gender, ethnicity, age, years of experience, inservice versus preservice status, school level, and number of offspring. Participants were 201 predominantly white and predominantly female students at a large university who were either preservice or inservice teachers. The participants completed the Beliefs on Discipline Inventory, which assessed their beliefs on classroom discipline by indicating the degree to which they were interventionists, noninterventionists, or interactionalists. Overall, the highest proportion of respondents had an interactionalist orientation, followed closely by an interventionist orientation. Older respondents were more interventionist and less noninterventionist than were younger respondents. Those who had the most teaching experience were more interventionist and less noninterventionist than those with less experience. Inservice teachers were more interventionist and less noninterventionist than were preservice teachers. Secondary school teachers were more interventionist and less interactionalist than were elementary school teachers. There were no differences in intervention, nonintervention, and interactionalism with respect to gender, ethnicity, and number of offspring. (Contains 47 references.) (SM)

ED 450 081 SP 039 755

Scott, Neil H.
Building a Strong Foundation for Teaching: The Fifth Annual Report of the Beginning Teacher Induction Program in New Brunswick.
SPONS. AGENCY- New Brunswick Dept. of Education, Fredericton (Canada).
PUB DATE- 00
NOTE- 39p.; Produced with assistance from Susan Doherty. Funding also provided by the New Brunswick Teachers' Association.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Faculty Development; Foreign Countries; Mentors; Principals; *Program Effectiveness; Program Evaluation; Teacher Attitudes; Teachers
IDENTIFIERS- New Brunswick

This report describes the reactions of beginning teachers, mentors, principals, and district coordinators in 12 New Brunswick, Canada, school districts to a teacher induction program that paired beginning teachers with experienced mentor teachers over one school year. Questionnaires were sent to each of the four groups. All four groups strongly endorsed the

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Administrators; Elementary Secondary Education; *National Standards; Public Schools; *Teacher Certification; Teacher Competencies; Teacher Recruitment; Teaching Skills
IDENTIFIERS- National Board for Professional Teaching Standards

This study examined whether National Board for Professional Teaching Standards (NBPTS) certification would impact school districts' educational processes, identifying areas in which NBPTS certification impacted such factors as: classroom teaching practices; professional development; employment procedures and opportunities; teachers' career paths; NBPTS-certified teacher involvement in districts; learning strategies; course of study alignment; community and parental involvement; and student performance. Surveys of administrators in rural, suburban, and urban Ohio districts indicated that NBPTS certification impacted public school districts' educational processes. Respondents believed that NBPTS-certified teachers focused on best practice, renewed commitment to teaching, put research into practice, and emphasized teaching pedagogy. Only 1 of 13 districts considered NBPTS certification in teacher recruitment practices. Most NBPTS-certified teachers remained in traditional roles as classroom instructors, though administrators realized they had a stronger professional voice in other roles within the district. Most administrators saw positive impacts on student learning and felt teachers were integrating NBPTS standards into practice. Nearly all districts reported an active leadership role for these teachers. No districts indicated changes in the salary schedule for the next school year related to this certification. They viewed the certification as a credential to enhance employability. (Contains 24 references.) (SM)

ED 450 101 SP 039 775

Williams, Bonnie
Adult Learning Theory: The Mentoring Connection.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Learning; *Beginning Teacher Induction; *Beginning Teachers; Cognitive Development; Constructivism (Learning); Elementary Secondary Education; *Faculty Development; Females; Learning Theories; *Mentors
IDENTIFIERS- Vygotsky (Lev S); Zone of Proximal Development

The mission of an effective mentoring program for beginning teachers is critical to their successful professional development. In order to successfully prepare veteran teachers for the role of mentor to beginning teachers, a combination of cognitive coaching and Pathwise Performance Assessment (PPA) is suggested. Included in such a staff development program should be an adult cognitive-development/learning-theory component. Such an approach allows the mentor to help the mentee make the transition from inductee to veteran. This type of program challenges the traditional approach to staff development and supports the paradigm shift to a learner-centered view of teaching. This paper discusses one faculty member's participation in a two-credit graduate course, Mentoring Induction-Year Teachers, designed to meet one school district's staff development needs. The program's focus was on the PPA and attending school did not decrease over time. There were no gender differences in the total score for any of the three age groups, nor were their gender differences among those who attended private versus public schools. There were concurrent correlations between the negative attitude toward school and the presence of internalizing problems (low self-esteem, trait anxiety, and depression) and externalizing problems (antisocial behavior and substance use). Only a small percentage of students were interested in being remembered by their classmates as excellent students. (SM)

ED 450 122   SP 039 799

Parker, D. Randall
Using Technology To Certify Secondary Teachers: The Alternative Certification Project.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alternative Teacher Certification; College School Cooperation; *Computer Uses in Education; *Distance Education; Educational Technology; Electronic Mail; Higher Education; Mentors; Nontraditional Education; Partnerships in Education; Secondary Education; Secondary School Teachers; Teacher Attitudes; Teaching Skills

This study examined the effectiveness of an alternative certification program for secondary teachers that emphasized the need for certified teachers in rural districts. The program utilized distance learning and integrated technology. Thirty uncertified secondary teachers who taught the previous year in Louisiana public schools completed 27 hours of modular coursework and were employed to teach in their content area for the next year. Districts provided onsite mentors, release time, and continued collaboration with participants. The university provided instruction through campus courses, compressed video sites, e-mail, online mentors, and other technologies. Courses were delivered as integrated professional development modules addressing the knowledge and skills needed to meet the state's Intern Evaluation Program. Participants also received PRAXIS preparation workshops, weekly mentoring sessions, and help developing professional portfolios. Participants were surveyed regarding their perceptions, use of, and satisfaction with the technology. Most believed that instructors frequently engaged students at the local site, though fewer considered this true at distance sites. Most reported frequent use of e-mail to correspond with instructors and mentors. Participants preferred the compressed video format to on-campus courses. All participants utilized the PRAXIS workshops. Participants showed confusion over the completion of professional portfolios and occasional unavailability of onsite mentors. Contains the evaluation survey. (SM)

ED 450 123   SP 039 802

Podgursky, Michael; Watson, Donald; Ehlert, Mark; Walker, Michael; Foster, William
A Report on the Recruitment and Retention of Missouri's Public School Teachers.

October 1999 school enrollment, private school enrollment, and the numbers of students eligible for free or reduced-price meals. These programs were funded by Title VI in the AISD in 1999-2000: (1) a coordinator of volunteers to coordinate and support volunteer efforts in the schools; (2) library resources, including materials; (3) a mathematics specialist focusing on professional development for teachers; (4) private school aid, especially library resources; (5) visiting teachers for all three school levels; and (6) Reading Recovery program expenses, including a teacher leader. The amounts of Title VI funds used for each of these areas are outlined. (SLD)

ED 450 143 TM 032 333

Curry, Janice; Washington, Wanda; Zyskowski, Gloria
Title I Evaluation Report, 1999-2000.
PUB DATE- 00
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; *Compensatory Education; *Disadvantaged Youth; Elementary Secondary Education; Federal Aid; Grants; Migrant Youth; Parent Participation; Preschool Education; Program Descriptions; *Remedial Instruction; *Summer Programs; Urban Schools
IDENTIFIERS- *Austin Independent School District TX; *Elementary Secondary Education Act Title I

Title I is a compensatory education program supported by funds from the U.S. Department of Education. The purpose of Title I is to enable schools to provide opportunities for children to acquire the knowledge and skills described in the state content standards and to meet the state performance standards for all students. In 1999-2000, Title I provided funding to 50 schools in the Austin Independent School District (44 elementary school campuses, 5 middle schools, and 1 high school) with 60% or more students from low-income families. The 1999-2000 budget allocation for AISD under Title I, Part A funding was $13,049,773, which included some roll-forward funds from the previous year. A total of 32,497 students were served through various Title I programs. These AISD programs were funded through Title I: (1) schoolwide programs for schools where 50% of students were low-income; (2) prekindergarten; (3) the Summer Opportunity To Accelerate Reading (S.O.A.R.) program to improve literacy and reading for at-risk students; (4) year-round schools; (5) Title I summer programs for enrichment and remediation; (6) parent and community involvement; and (7) Title I migrant programs for at-risk migrant students. Activities are outlined and funding is described for each of these programs. Appendixes contain charts of participating schools, community involvement, and in-cash and other contributions for Title I schools. (Contains 9 tables and 13 references.) (SLD)

ED 450 144 TM 032 334

Bourque, Mary Lyn, Ed.; Byrd, Sheila, Ed.
Student Performance Standards on the National Assessment of Educational Progress: Affirmation and Improvements. A Study Initiated To Examine a Decade of Achievement Level Setting on NAEP.
PUB DATE- 00
NOTE- 246p.

affect the lives of their participants. The first half of the report describes early implementation experiences, looking at the model types, the cities involved in the initiative, and the conditions of the schools selected to implement the program. The next chapters: lay out the types of activities and services that have been put in place; describe the students recruited and enrolled in the programs; consider challenges faced by most programs and how the coordinators have reacted to the challenges; and examine how the programs became operational (types of collaborative structure each city used in planning and early implementation, how cities planned and financed their programs, and management and governance). (Contains 13 references.) (SM)

ED 450 166 UD 033 985

Vermeulen, Hans, Ed.; Perlmann, Joel, Ed.
Immigrants, Schooling, and Social Mobility: Does Culture Make a Difference?
PUB DATE- 00
NOTE- 257p.; Most papers originated at the conference "Does Culture Make a Difference?" (Amsterdam, The Netherlands, November 1996). Produced by University of Amsterdam, Institute for Migration and Ethnic Studies. Published in the United States by St. Martin's Press, LLC, Scholarly and Reference Division.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; Blacks; *Cultural Differences; *Cultural Influences; Diversity (Student); Elementary Secondary Education; Entrepreneurship; Foreign Countries; Immigrants; Immigration; Jews; *Minority Groups; *Social Mobility
IDENTIFIERS- Brazil; Greeks; Iberian Peninsula; Italians; Moroccans; Netherlands; Surinam; Turks

This book contains a collection of essays by Dutch and American scholars on the complex relationship between structural and cultural forces shaping the life chances of ethnic minorities. The papers are: (1) "Introduction: The Role of Culture in Explanations of Social Mobility" (Hans Vermeulen); (2) "Introduction: The Persistence of Culture versus Structure in Recent Work: The Case of Modes of Incorporation" (Joel Perlmann); (3) "What Colour 'Success'? Distorting Value in Studies of Ethnic Entrepreneurship" (Pnina Werbner); (4) "The Cultural Fallacy in Studies of Racial and Ethnic Mobility" (Stephen Steinberg); (5) "Situational and Structural Rationales for the School Performance of Immigrant Youth: Three Cases" (Margaret A. Gibson); (6) "What the Jews Brought: East-European Jewish Immigration to the United States, c. 1900" (Joel Perlmann); (7) "Peasantry and Trading Diaspora: Differential Social Mobility of Italians and Greeks in the United States" (Hans Vermeulen and Tijno Venema); (8) "The Internationalization of Black Culture: A Comparison of Lower-Class Youth in Brazil and the Netherlands" (Livio Sansone); (9) "Creoles and Hindustanis: Patterns of Social Mobility in Two Surinamese Immigrant Groups in the Netherlands" (Mies van Niekerk); (10) "Does Culture Explain? Understanding Differences in School Attainment between Iberian and Turkish Youth in the Netherlands" (Flip Lindo); and (11) "Breaking the Circle of Disadvantage: Social Mobility of Second-Generation Moroccans and Turks in the Netherlands" (Maurice Crul). (Papers contain references.) (SM)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Asbestos; Environmental Research; *Federal Regulation; Government Role; Public Policy; *Scientific Research
IDENTIFIERS- Endocrine Changes; Environmental Protection Agency; Food and Drug Administration; National Cancer Institute; National Institutes of Health; *Public Awareness

This study examines the importance of public review of federally funded scientific research by looking at several case studies. It shows that independent, nongovernmental review of federal scientific research has had a major positive effect on knowledge in many areas. The study focuses on: the Environmental Protection Agency and airborne asbestos; the panic over endocrine disrupters; the National Cancer Institute and the herbicide 2,4-D; the National Institutes of Health and the Dalkon Shield birth control device; and the Federal Drug Administration and the diet drug fen-phen. In many of those cases, third party review served to correct or prevent costly regulatory mistakes. In some cases, however, independent review of federally funded science occurred too late to prevent significant economic and consumer harm. The report considers the political, regulatory, and theoretical issues surrounding the Shelby Amendment, which requires federal agencies to ensure that all data produced under a grant be made available to the public through procedures established under the Freedom of Information Act. It concludes that the amendment, if fully complied with by federal agencies, will improve the quality of federal scientific research, and accordingly, the quality of federal regulation. (SM)

ED 450 185 UD 034 006

Richie, Beth E.; Tsenin, Kay; Widom, Cathy Spatz
Research on Women and Girls in the Justice System: Plenary Papers of the Conference on Criminal Justice Research and Evaluation--Enhancing Policy and Practice through Research, Volume 3 (1999). Research Forum.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Antisocial Behavior; Child Abuse; Child Neglect; *Crime; Family Violence; *Females; Gender Issues; Interpersonal Competence; Public Policy; Rehabilitation Programs; Runaways; *Sexual Abuse; *Victims of Crime; *Violence
IDENTIFIERS- *Criminal Justice System; Prostitution; *Victimization

This publication presents three papers from a 1999 conference on criminal justice research and evaluation. The papers reveal real-life implications of research for a situation of growing urgency. Research has uncovered a link between the victimization of women and their criminal behavior. The papers propose that justice system practice can be enhanced if policymakers and the practitioners who operationalize their decisions redefine justice to take this special condition into account. The first paper, "Exploring the Link between Violence against Women and Women's Involvement in Illegal Activity" (Beth E. Ritchie), discusses the extent of the problem (domestic violence, sexual assault, and patterns of violence); women involved in illegal activity; women in the criminal justice system; and public policy and programmatic implemented by K-12 accelerated schools. It is the first to infuse the Accelerated Schools Project model into the transformation of teacher preparation to meet current school demands. This article presents a history of the LAASC and Charter School of Education and their partnerships with LAAMP and DELTA. It describes the DELTA university coach as an expansion of the traditional accelerated schools coaching model, presenting research on the effectiveness of the university coaching component in order to strengthen and refine the coaching model currently being implemented by university faculty working with transforming schools. Lessons learned throughout this process are noted, examining how they are impacting educator preparation at the Charter School of Education. (Contains 25 references.) (SM)

ED 450 206   UD 034 028

McGroarty, Daniel
Trinnietta Gets a Chance: Six Families and Their School Choice Experience.
PUB DATE- 01
NOTE- 165p.; Foreword by Brother Bob Smith.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Educational Quality; *Educational Vouchers; Elementary Secondary Education; High Risk Students; Parents; Poverty; Private Schools; Public Schools; *School Choice; *Urban Schools

This book presents the stories of six low-income, ethnic minority parents who chose to use educational vouchers after coming to the conclusion that their children's public schools were not the right educational settings for them. The families live in Milwaukee, Wisconsin, Cleveland, Ohio, and San Antonio, Texas. The book conveys the sense of urgency felt by families who use vouchers. The six families live in cities where the public school graduation rates range from 32-56 percent. The book follows these parents' children through a variety of challenges and triumphs, watching them begin to experience academic success after years of failure. After focusing on the six families' stories, the book discusses: whether school choice works (parent satisfaction, test score gains, choosing by race, and choice as a catalyst for public school change); whether school choice is constitutional (conflicting precedents); and who chooses choice (family income, family status, mother's educational attainment, students' prior achievement scores). (SM)

ED 450 207   UD 034 029

Reed, Lorrie C.
Lessons Learned about Urban Education.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computer Uses in Education; *Culturally Relevant Education; *Educational Technology; Elementary Secondary Education; Minority Groups; *Parent Participation; Poverty; Public Education; Small Schools; Teaching Methods; *Urban Education

This paper examines research on urban education, looking at what works and what does not. It introduces a theme issue of the are considered; (5) Communication and training are a line item in the budget; (6) Effectiveness is measured, reported, and addressed; (7) Choices are made carefully and thoughtfully; and (8) Clues are left for future generations. Appendices also provide guides to scanner and Optical Character Recognition technologies, including their own select bibliographies, as well as sample project planning aids (process flow diagrams and project checklist). (Contains 58 references.) (AEF)

ED 449 814 IR 058 058

Slobodinskii, Mikhail
The Publication of History Books in Tudor England.
PUB DATE- 99
NOTE- 59p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Books; *Chronicles; Foreign Countries; *History; Literature; Publications; Publishing Industry
IDENTIFIERS- *England; Kent State University OH; *Tudor Period

The purpose of this study is to examine the number of history books published in England during the 16th century, and attempts to estimate who were the publishers, authors and printers, and intended and actual readers. The main data source for this study was the electronic version of the "English Short Title Catalogue," provided by the Research Libraries Group. All books dealing with history in that period were extracted, and a search was conducted separately on each year. A review of the entire collection of "history books" using content analysis lead to an estimation of what should be considered "chronicles." The study concludes that during the 16th century there was a slow and persistent growth of history literature. Historical events, not the success or downfall of the publishing industry, affected the history publications. "Chronicle" is defined as follows: "a continual practical narration of compiled miscellaneous random and unconnected facts from the most available number of sources in a chronological order in an attempt to picture martial, ecclesiastical, governing and private affairs in an uncritical manner." Appendices include tables and charts for the research and five English history books (and copies of their title pages) of the 16th century located in the Kent State Library. (Contains 34 references.) (AEF)

ED 449 815 IR 058 059

Kucalaba, Linda
The Effect of a Poster, Display, and Recommended Listening List on the Circulation of Audiobooks in the Public Library.
PUB DATE- 00
NOTE- 52p.; Master's Research Paper, Kent State University. Includes colored poster and annotated bibliography on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Audiotape Recordings; *Exhibits; *Library Circulation; Library Collections; Library Materials; Merchandising; Nonprint Media; *Public Libraries; *Talking Books; Users (Information)

Previous studies have found that the librarian's use of book displays and recommended lists are an effective means to increase circulation in the public library. Yet conflicting added to the college's degree programs; and the institution is offering new ways to meet student needs. There is also an expanded focus on assessment. (JA)

ED 449 834   JC 010 145

Sagher, Y.; Siadat, M. V.
Building Study and Work Skills in a College Mathematics Classroom.
PUB DATE- 97
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Behavior Patterns; *College Mathematics; Community Colleges; *Remedial Mathematics; *Student Improvement; *Study Habits; Two Year College Students; Two Year Colleges
IDENTIFIERS- *City Colleges of Chicago IL Richard J Daley Coll

During the academic years 1993-1995, instructors from the Department of Mathematics from the University of Illinois at Chicago and Richard J. Daley College (Illinois) conducted an experiment in remedial mathematics classes at a community college. The researchers wanted to investigate whether, while teaching mathematics in a rigorous manner, they could also use their instruction to enhance the students' academic and workplace skills. Remedial mathematics constitutes a large part of the curriculum in postsecondary institutions across the U.S. In a national study of college-level remediation in 1990, it was found that 21 percent of all entering college freshmen were enrolled in a remedial mathematics course. The project used mathematics classes to enhance the student' work and study habits and improve their concentration skills. This, in turn, produced good results in mathematics, and greatly improved the students' reading comprehension scores. Their general experience as educators had convinced them that unsuccessful students are held back by behavior patterns which inhibit learning. In their program, they addressed the behavior patterns of students in various ways. For example, to increase the students' attention spans, they administered time-pressured quizzes, which required work done with full concentration. (Contains 46 references.) (JA)

ED 449 835   JC 010 148

Pitney, Pat; Dupee, Betty; Reid, James; Meckel, Steven; Tissier, Isabelle; Gillispie, Juli; Armstrong, Linda; Crabb, Michael; Cook, Linda
UA in Review, 1999.
PUB DATE- 99
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Higher Education; *Institutional Characteristics; *Profiles; School Demography; *School Statistics; Student Characteristics; *Teacher Distribution
IDENTIFIERS- University of Alaska

This document provides statistics that describe the University of Alaska (UA) statewide system of higher education, which encompasses 4-year institutions and community and 2-year colleges. The student profile information includes: (1) headcount by campus, gender and ethnicity; (2) part-time/full-time student enrollment; (3) non-credit student headcount; (4)

in this study were transfer process, financial aid, and social integration. Results indicated that major issues affecting student satisfaction with the baccalaureate institution and persistence to degree include: (1) institutional influences at both the community college and baccalaureate institution; (2) student expectation of what is involved at both the community college and baccalaureate institution; (3) student expectations of what is involved in the transfer process; (4) student experiences in the execution of the transfer process; (5) student educational and career goals; and (6) factors affecting academic performance and time to degree. The author suggests that, as the acceptance of community college transfer students as equal partners in the higher education community increases, researchers and institutions should take the opportunity to assess student satisfaction and develop models of student persistence. Contains 83 references. (JA)

ED 449 855 JC 010 172

Harris, Virginia B.
Evaluation of the Conversion to a Semester Academic Calendar at Snead State Community College.
PUB DATE- 00
NOTE- 53p.; Practicum report presented to Nova Southeastern University for Doctor of Education.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Community Colleges; *Educational Change; *School Schedules; *Semester System; *Student Attitudes; Student Surveys; Two Year Colleges
IDENTIFIERS- *Snead State Community College AL

This practicum report evaluates student perception of the conversion to a semester academic calendar at Snead State Community College (Alabama). A survey instrument was used to record the responses of students at Snead about whether they viewed the conversion to a semester academic calendar to be a positive experience. Results of the study showed that 90.84% of students believed that transferring classes to four-year universities was simpler with all state system colleges and universities based on the semester academic calendar. Furthermore, students rated academic advisement and student services favorably in regard to the transition to the semester academic calendar. About 81% of the students said the materials provided by the college were helpful in understanding the transition to a semester academic calendar. Results also revealed that 69.64% of students believe they have a greater understanding of class material due to the semester academic calendar and the longer number of weeks spent in class. About 78% of students felt that the semester academic calendar would allow more time for family obligations. Appendices include survey instrument and survey responses. Contains 21 references. (JA)

ED 449 856 JC 010 173

Hoppers, Catherine Odora, Ed.
Community Colleges in South Africa: Towards an Inclusive and Vibrant Further Education and Training. Phase One Report.
PUB DATE- 00
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

the Department of Commerce, Division of Employment and Training; (2) North Carolina Department of Labor; (3) Department of Public Instruction, Workforce Development Education; (4) Department of Health and Human Services, Division of Social Services, Work First Employment Program; (5) Department of Health and Human Services, North Carolina Division of Vocational Rehabilitation; (6) Employment Security Commission of North Carolina, Employment Services Division; and (7) North Carolina Community College System, Curriculum and Certificate Programs. The outcome measures contained in the report for the system as a whole and its component programs for the program year 1995-96 are the number of clients served, the number of exiters, and wage ranges and number of quarters of earnings of exiters. (JJL)

ED 449 876 JC 990 533

O'Brien, Colleen M., Comp.
Narrowing Down the World of Work: A Career Decision Making Workbook.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Counseling; *Career Planning; Community Colleges; Decision Making; Decision Support Systems; *Disabilities; *Employment; Labor Force Development; *Student Development; Student Needs; Two Year Colleges
IDENTIFIERS- *Springfield Technical Community College MA

This step by step booklet aims to help individuals with the decision-making processes in choosing careers. First, in the "Dreaming" phase, readers are asked to list all possible careers they would ideally like to pursue. Next, a "Self-Assessment" should be done, in which the realities of life circumstances are also considered in weighing what is realistic and within actual range of possibilities. The first area to be assessed is values. Activities on ideal lifestyle values and an inventory of work values are provided. Finally, suggested processes for researching careers are included. A listing of possible resources, including the Office of Disability Services, the Counseling Center, and the Office of Cooperative Education, is provided. The manual also offers suggested informational interview questions for individuals who wish to pursue that method of researching career options. Other suggestions are offered, such as visiting the career library and reference library. Appendix A includes an extensive career library reference list of suggested literature, workbooks, software, and videos. (JJL)

ED 449 877 PS 027 443

Bennett, Steve
The Plugged-In Parent: What You Should Know about Kids and Computers.
PUB DATE- 98
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

convince child care providers and Head Start that the pre-K program would not harm their interests, the significant media role, the lack of a visible role for higher education, and the role of political forces and professional education and child care groups in developing program strategies. Advice to states wishing to begin or extend pre-K programs relates to linkages to larger educational reform, the importance of early childhood, political leadership and support, funding sources, transportation, infrastructure data systems, program quality assurance, collaboration with stakeholders, and other social movements adding support to the policy changes. (KB)

ED 449 896 PS 029 189

Gallagher, James J.; Clayton, Jenna R.; Heinemeier, Sarah E.
Education for Four-Year-Olds: State Initiatives. Technical Report #2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 64p.; For a short overview of this report, see PS 029 188.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Change Agents; Change Strategies; *Educational Change; *Educational Policy; *Preschool Education; Program Descriptions; Resistance to Change; *State Programs
IDENTIFIERS- Georgia; Illinois; New York; South Carolina; Texas

Noting that one of the major educational policy shifts in recent years has been the establishment of state-funded prekindergarten programs, this report details a study examining how five states (Georgia, Illinois, New York, South Carolina, and Texas) managed this educational policy shift, identified the major facilitators and major barriers, and identified strategies useful in achieving this result. Information was obtained through interviews conducted with and documents obtained from a total of 40 individuals representing early childhood, Head Start, child care, the political scene, and others relevant to each state's educational policy. Following an executive summary, the report is presented in four sections. Section 1 discusses change theory and resistance to reform. Section 2 outlines the methodology of the study. Section 3 presents a case study for each state. Section 4 discusses the findings, describing commonalities and differences among states, and delineating recommendations for other states considering prekindergarten education. The findings indicate that all the states had high percentages of change facilitators in the institutional, individual, and political categories. The barriers mentioned most frequently were in the institutional, resources, and economic categories. Common elements across all five states included the importance of political leadership, the goal of reducing early school failure, the importance of making the program part of larger educational reform, cooperation between professional and political leaders, and the increase of mothers in the workforce pressuring decision makers for action. Major state differences included program financing, gradual versus sudden implementation, program administration and the degree of support services provided. (Contains 32 references.) (KB)

ED 449 897 PS 029 190

Marsh, Pamela T.
Therapeutic Nursery Programs: A Survey of Alternative Preschools.

An April 2000 telephone survey queried a nationwide sample of 1,000 adults, including 283 parents of children ages 5 to 17 years, concerning school violence and other issues in the news. The vast majority of those surveyed said they believe it is the responsibility of parents to ensure that school shootings, such as occurred at Columbine High School, are not repeated. Approximately 70 percent of parents said that the Columbine violence has had some impact on their feelings about the safety of their children at school. Eighty-five percent of adults placed the responsibility for preventing future school violence incidents in the hands of parents. Attitudes on gun control remained unchanged from a year earlier, with 66 percent saying that controlling gun ownership was more important than protecting Americans' rights to own guns. Gender and political party differences remain. The majority indicated that more jobs and community programs for young people would reduce violent crime and that it is more important to enforce existing gun laws than to enact new statutes. Sixty percent said they believe that paying more attention to children with antisocial attitudes would be more effective than increasing school security, passing stricter gun control laws, or reducing violence in popular entertainment. Parents are split on what they think is the main reason youth commit violent acts, with about one-third each stating that parental upbringing or media violence is at fault. (A tabulation of survey responses for each question is attached.) (KB)

ED 449 915   PS 029 215

Rothstein, Vivian L.
Retention, Helpful or Harmful? A Look at How or If Grade
Retention Affects Children in School.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Elementary School Students; *Grade Repetition; Grade 5; Intermediate Grades; Outcomes of Education; *Parent Attitudes; *Parents; *Student Adjustment; *Student Attitudes

Noting that the rate of grade retention has risen nearly 40 percent over the past 20 years, this case study examines whether being retained for 1 school year helps children academically by giving them more practice and time to succeed or harms their self-esteem and causes them to eventually drop out of school. Participating in the study were five students who were repeating the fifth grade, three boys and two girls, with varied SES and ethnic backgrounds. Data were collected through student interviews, parent surveys, examination of information in student records, and classroom observations. Parent surveys were also sent to parents of the nonretained students in the class. Profiles were derived for each student, including scores on standardized achievement tests. Findings indicated that parents of three of the five retained students thought that another year in fifth grade would help their child be ready for middle school. Almost all parents in both groups thought their children had high self-esteem and had friends in class. Some of the parents of retained students believed their children were not doing as well in school as they had been and did not have positive attitudes toward school in general. Students' responses to retention varied greatly, as did their feelings about school. Factors other than retention could have influenced students' attitudes. Students and parents generally

(141)

DESCRIPTORS- Accountability; Agency Cooperation; *Change Strategies; *Culturally Relevant Education; Educational Attainment; Educational Change; Educational Policy; Elementary Secondary Education; *Equal Education; Foreign Countries; *Indigenous Populations; Models; *National Standards

IDENTIFIERS- *Aboriginal Australians; Australia; *Performance Indicators

In April 1999, the (Australian) Ministerial Council on Education, Employment, Training and Youth Affairs established a taskforce on making educational equality for Indigenous peoples a national priority; enhancing the performance and monitoring framework for the National Indigenous Education Strategic Initiatives Programme (IESIP); and developing national Indigenous numeracy, literacy, and attendance strategies. This taskforce report identifies the achievement of educational equality for Australia's Indigenous peoples as a realistic goal. Central to the taskforce's work was the development of a statement of principles and standards for educational infrastructure and service delivery and the development of a set of more consistent performance indicators to enhance the current IESIP performance and monitoring framework. The taskforce also developed a model for more culturally inclusive and educationally effective schools and a framework for developing more efficient and effective cross-portfolio mechanisms. Seven barriers to achieving educational equality are identified. Twelve attachments present performance indicators and nine appendices contain the national Aboriginal and Torre Strait Islander education policy, Adelaide Declaration on national goals, MCEETYA 1999 decision, taskforce members, terms of reference, statistical details, different perspectives on the nature and purpose of education, preliminary outcomes, and the national commitment to improving indigenous education. (Contains 36 references.) (TD)

ED 449 933   RC 022 757

Power, David; Stevens, Ken; Boone, Wilbert; Barry, Maurice

Vista School District Digital Intranet: The Delivery of Advanced Placement Courses to Young Adult Learners in Rural Communities.

PUB DATE- 99

NOTE- 6p.; Published in the Knowledge Society Network Newsletter, 1999.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Advanced Courses; *College Bound Students; *College School Cooperation; Computer Uses in Education; *Distance Education; Educational Change; Foreign Countries; High Schools; *Internet; *Rural Education

IDENTIFIERS- *Intranets; Newfoundland

In partnership with the Memorial University of Newfoundland, the Vista School District, 1 of 10 districts in Newfoundland, Canada, established the Vista School District Digital Intranet (VSDDI) to deliver Web-based advanced placement courses to rural students. Advanced placement mathematics, physics, biology, and chemistry courses are delivered via a district digital intranet that connects all district senior high schools and the Memorial University of Newfoundland. Each participating school has a school intranet linked to a satellite dish that provides access to the VSDDI intranet and the Internet. Instruction includes both synchronous and asynchronous components. Synchronous instruction allows students in

Indian Community); and Navajo Nation Coalition (Tuba City Schools, Arizona). (SV)

ED 449 950 RC 022 813

LLamas, Vicente J.
UCAN: A Four-State Rural Systemic Initiative. Year Three Performance Effectiveness Review (PER).
SPONS. AGENCY- National Science Foundation, Arlington, VA. Division of Educational System Reform.
PUB DATE- 99
NOTE- 43p.; For Year 2 Performance Effectiveness Review, see RC 022 812.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indian Education; *Educational Change; Elementary Secondary Education; Mathematics Achievement; *Mathematics Education; Mexican American Education; *Program Effectiveness; Program Evaluation; *Rural Education; Science Achievement; *Science Education
IDENTIFIERS- Arizona; Colorado; New Mexico; Performance Indicators; *Systemic Educational Reform; Utah

The Utah, Colorado, Arizona, New Mexico-Rural Systemic Initiativ (UCAN-RSI) supports systemic reform of mathematics, technology, and science education for rural students in its states, focusing on schools with high enrollments of American Indian and Hispanic students. This performance effectiveness review covers UCAN's progress during its third year (September 1997-August 1998). During year 3, UCAN worked with 124 focal schools enrolling 36,656 students with 43 percent being American Indian and 41 percent being Hispanic. An introductory section outlines UCAN's approach to sustainable systemic reform, seven criteria defining "focal schools," and the benchmarks used by UCAN's six coalitions to assess their progress toward "full implementation" of reform. These benchmarks are in the areas of curriculum and assessment, policy, resource convergence, community support, student achievement, and achievement of women and minority groups. Section 1 outlines UCAN's impact on teachers, students, and schools. Section 2 describes UCAN's influence on the system in terms of resource convergence; policy changes to graduation requirements, professional development requirements, teacher certification requirements, and accountability; administrative changes; data utilization; implementation of standards-based curriculum; student-teacher-curriculum interactions; the system context of math and science education; and UCAN partnerships. Section 3 presents math and science achievement data for UCAN schools. Appendixes present supplementary data on areas covered in the report, selected data on UCAN states by Education Week, and examples from schools/districts in UCAN's six coalitions. (SV)

ED 449 951 RC 022 814

LLamas, Vicente J.
UCAN: A Four-State Rural Systemic Initiative. UCAN Measures of Progress toward Full Implementation: A Guide for Schools/Communities Involved in Reform.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Division of Educational System Reform.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

DESCRIPTORS- Elementary Education; *Hands on Science; Lesson Plans; *Mechanics (Physics); Optical Data Disks; *Science Activities; Science Instruction
IDENTIFIERS- *Levers; *Simple Machines

This CD-ROM, designed for students in grades K-2, explores the world of simple machines. It allows students to delve into the mechanical world and learn the ways in which simple machines make work easier. Animated demonstrations are provided of the lever, pulley, wheel, screw, wedge, and inclined plane. Activities include practical matching and sorting games, and the fix-it game in which students write about why they selected certain tools to fix broken toys and machines. Nine content presentations are featured in the lessons section. A read-aloud section is also included. Students can take part in quizzes and note taking while using the program. There is a jukebox on which students can listen to songs based on simple machines. Program completion certificates are included. The activities section features topics such as force, the incredible inclined plane, levers at work, the human machine, build a machine, fix it, and machine museum. The teacher's guide includes instructions on using the CD-ROM and classroom activities. (SAH)

ED 449 970 SE 064 340

Learn about Life Science: Plants. CD-ROM .
PUB DATE- 00
NOTE- 0p.; Includes teacher's guide. For other CD-ROMs in series, see SE 064 339-341.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Botany; Elementary Education; Lesson Plans; Optical Data Disks; Plant Growth; *Plants (Botany); *Science Activities; Science Instruction

This CD-ROM, designed for students in grades K-2, explores the world of plants. From small seeds to tall trees, students learn what plants are, what their parts are called, and what conditions they need to grow. Three extension activities include simple and part/whole matching exercises, a sequencing activity involving the dimension of time, and a creative build-a-plant game that asks students to write descriptions of the plants they have designed. Nine content presentations are featured in the lessons section. A read-aloud section is also included. Students can take part in quizzes and note taking while using the program. There is a jukebox on which students can listen to songs based on plants. Program completion certificates are included. Plant activities cover topics such as exploring seeds; traveling seeds; plant helpers; grow, plant grow; makin' food; and my pretend plant. The teacher's guide includes instructions on using the CD-ROM and classroom activities. (SAH)

ED 449 971 SE 064 341

Learn about Earth Science: Weather. CD-ROM .
PUB DATE- 00
NOTE- 0p.; Includes teacher's guide. For other CD-ROMs in series, see SE 064 339-340.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Institute Monograph.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Managed Instruction; Computer Software; *Computer Uses in Education; Elementary Secondary Education; *Mathematics Instruction; *Teaching Methods

Accelerated Math (AM) math management software is a task level learning information system placed in 4th-11th grade classrooms around the country. AM provides teachers with an information system that assures that students can master all math objectives and state standards from grade 3 through calculus. It eliminates teacher paperwork, improves student motivation, and frees teachers to work individually with each student. AM supports all textbooks and instructional methods. This report is divided into sections that include an AM overview; math classroom ecology; design goals and a description of AM; pilot school project description; teacher, student, and patent surveys; test results; and discussion and conclusion. (ASK)

ED 449 994 SE 064 567

Buxton, Cory A.
Rethinking "Authentic" Science Learning: Context, Agency and Feminist Science in the Case of a Reform-Minded Biology Department.
PUB DATE- 01
NOTE- 45p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; Females; *Feminism; *Gender Issues; Higher Education; *Performance Based Assessment; Science Instruction
IDENTIFIERS- *University of New Orleans LA; Women in Science

This study explores how science and scientists were produced and reproduced within the setting of a university biology department. Building upon recent work in anthropology of education and feminist science studies, the study explored the reflexive questions of whether increased women's representation in science changed science practice and whether changing science practice increased women's representation in science. It examined both the contextual and constitutive values of science as they were negotiated and played out in the training of scientists for this setting. The research found some ways in which these values were shifting as more women assumed places of leadership in the department. At the same time, it identified other ways in which the presence of women did not seem to cause the types of changes that feminist science studies have hypothesized. In terms of changing practices leading to changing representation, the study again found some evidence to support this assertion and other evidence that this might not always be the case. These findings can be interpreted through the anthropological perspective of practice theory, where individuals are seen as exerting agency both within and against institutional structures. (Contains 46 references.) (Author/SAH) deprivation are indeed possible, and that the forces of global integration and technological advance can and must be harnessed to serve the interests of poor people. The report is organized in five broad parts: "Part 1, Framework" ("Chapter 1, The Nature and Evolution of Poverty"; and "Chapter 2, Causes of Poverty and a Framework for Action"); "Part 2, Opportunity" ("Chapter 3, Growth, Inequality, and Poverty"; "Chapter 4, Making Markets Work Better for Poor People"; and "Chapter 5, Expanding Poor People's Assets and Tackling Inequalities"); "Part 3, Empowerment" ("Chapter 6, Making State Institutions More Responsive to Poor People"; and "Chapter 7, Removing Social Barriers and Building Social Institutions"); "Part 4, Security" ("Chapter 8, Helping Poor People Manage Risk"; and "Chapter 9, Managing Economic Crises and Natural Disasters"); and "Part 5, International Actions" ("Chapter 10, Harnessing Global Forces for Poor People"; and "Chapter 11, Reforming Development Cooperation To Attack Poverty"). Contains a bibliographic note, selected world development indicators, boxes (data), and extensive figures and tables. (BT)

ED 450 016   SO 032 236

Jones, James R., III, Ed.; Johnson, Amy, Ed.; Bennett, Pamela J., Ed.
Archaeology in Indiana: The Science Today.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Archaeology; Elementary Secondary Education; Heritage Education; *Historic Sites; Legal Responsibility; Local History; Social Studies; *State History
IDENTIFIERS- *Historical Preservation; *Indiana; Timelines

This issue continues the Indiana Historical Bureau's collaboration with the Division of Historic Preservation and Archaeology, Indiana Department of Natural Resources. The articles include "The Science of Archaeology," chronicling the remarkable transformation of the science of archaeology to date; "Archaeology in Indiana," providing a brief overview of the development of archaeology in Indiana over the past 60 years; "Cultural Chronology in Indiana," presenting a timeline of cultures in Indiana spanning 12,000 years; and "Why and Where To Begin (Phases 1-3)," demonstrating the various steps of professional archaeological surveying and excavation, using both pre-contact and historical examples. Lists information for adults and students who are interested in learning about and participating in Indiana archaeology. Identifies legal duties and responsibilities required of both the Division of Historic Preservation and Archaeology and the public, including realtors, developers, and construction managers. Highlights Angel Mounds State Historic Site (Evansville, Indiana). Includes a bibliography, additional resources, resources for educators, and student resources. (BT)

ED 450 017   SO 032 383

Straub, Hans
Designing Your Intercultural Communication Course.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

lessons and resources included in the packet of program materials offer supplementary methods to address many of the topics contained in "People v. Rose." Program materials are divided into the following sections: "Program Objectives"; "Code of Ethics"; "Introduction to 1999-2000 California Mock Trial Program"; "Classroom Materials--Student Packet"; "Introduction to 1999-2000 California Mock Competition"; "Fact Situation"; "Pretrial Motion and Constitutional Issue"; "Witness Statements"; "The Form and Substance of a Trial"; "Team Role Descriptions"; "Procedures for Presenting a Mock Trial Case"; "Diagram 'A Typical Courtroom'"; "Mock Trial Simplified Rules of Evidence"; and "Official Judge, Scorer and Teacher Information Packet." (BT)

ED 450 039 SO 032 532

Hayes, Bill; Croddy, Marshall
Criminal Justice in America. Third Edition. Teacher's Guide.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 00
NOTE- 84p.; For the related textbook, see SO 032 533.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Rights; *Correctional Institutions; *Crime; Crime Prevention; *Criminal Law; Equal Protection; Introductory Courses; *Juvenile Justice; *Law Enforcement; Law Related Education; Social Studies
IDENTIFIERS- *Criminal Justice; Criminal Prosecution

This guide is designed to support the teaching of the material contained in the introductory text, "Criminal Justice in America." The guide provides information about the text, detailed descriptions of the variety of teaching strategies employed, suggested teaching sequences, activity masters, and chapter and final tests. It is organized into the following sections: (1) The Text: an overview of the purpose, curriculum goals, content, and features of "Criminal Justice in America"; (2) Teaching Strategies: a description of the major teaching strategies used in the text providing a rationale, teacher tips, and needed preparation for both inside and outside the classroom; (3) Teaching Procedures: suggested teaching procedures and support materials for each chapter of the text organized on a unit-by-unit basis, each unit including an overview, objectives, and teaching sequences which utilize the readings and activities and include suggested answers for discussion questions, exercises, or activities; (4) Activity Masters: forms to support various exercises and activities designed for reproduction and distribution to students; (5) Test Masters and Answer Keys; and (6) References for the student text. In addition, the Constitutional Rights Foundation Web site offers links to more reading, the latest statistics, and almost every case mentioned in the text. (BT)

ED 450 040 SO 032 533

Hayes, Bill, Ed.
Criminal Justice in America. Third Edition.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 00
NOTE- 324p.; For the related Teacher's Guide, see SO 032 532.

pinpointed policies that have contributed to successes in social development, policies that could be replicated elsewhere. Contains 35 notes, 8 figures, 2 tables, and 46 references. (Author/BT)

ED 450 061 SO 032 580

Mistrik, Erich
Multicultural Education in Teacher Training (Curriculum Guide for Universities).
SPONS. AGENCY- European Union, Brussels (Belgium).
PUB DATE- 00
NOTE- 68p.; For related article from the same author, see ED 432 524. Financed by the European Union, the TEM PUS Programme.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cultural Context; *Cultural Differences; *Curriculum Development; Curriculum Guides; Foreign Countries; Higher Education; *Multicultural Education; Political Issues; *Preservice Teacher Education
IDENTIFIERS- *Slovakia

The Slovak society is in the process of transformation. The main direction of transformation is political, from the totalitarian to the democratic society. The growing cultural variety of Slovakia increases the importance of multicultural education for student teachers. This curriculum guide for multicultural education in teacher training in Slovakia has been developed with advice and input from university colleagues from all over the world. The purpose of the curriculum is to provide a framework for the inclusion of multicultural education in Slovak universities. The guide is divided into the following sections: "Curriculum objectives" ("Basic concepts"; "Purpose of curriculum"; "Curriculum objectives"; "Character of curriculum"); "The starting points of multicultural education in Slovakia" ("Needs of the society"; "The needs of the school system"; "External conditions"); "The sense of multicultural education" ("Expectations"; "Key values"; "The importance of multicultural education"; "The character of multicultural education"; "Target groups"); "Intercultural competencies of a teacher" ("Content standards"; "Performance standards"; "Abilities"; "Skills"; "Personality standards"; "Attitudes"); "The content of multicultural education" ("Themes"; "Methods"; "Co-operating areas of education"); and "The course of multicultural education" ("Hidden curriculum"; "The place in the study programmes"; "Time frameworks"; "Evaluation"). (BT)

ED 450 062 SO 032 588

Vontz, Thomas S.; Drake, Sarah E.
Teaching about the U.S. Congress. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

continuation of the program. Most beginning teachers and mentors believed that they personally benefited from their involvement. Lack of time to participate in activities and being mismatched with mentors were two common problems reported by beginners and mentors. Four areas in which mentors noted the program benefited them were: friendship, motivation, personal satisfaction, and professional growth and development. Principals unanimously supported continuation of the program. Most principals had reasonable knowledge of the program and were moderately involved. Nearly all district coordinators perceived strong support from the Department of Education and school principals, and all recommended program continuation. Recommendations regarding the program include: continue using current guidelines and features which have proven successful; district coordinators should provide training for mentors who encounter dysfunctional partners or make them aware of the availability of guidance; and the Steering Committee should assure methods to share the expertise of district coordinators. (Contains 10 references.) (SM)

ED 450 082 SP 039 756

Roth, David; Swail, Watson Scott
Certification and Teacher Preparation in the United States.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alternative Teacher Certification; Educational Quality; Elementary Secondary Education; Preservice Teacher Education; State Standards; Teacher Competencies; *Teacher Recruitment; *Teacher Shortage; Teaching Skills
IDENTIFIERS- *Emergency Teacher Certification; Hawaii; *Pacific Region

This paper provides a lens through which to view the significant teacher shortage dilemma that affects schools and communities in United States and in the Pacific region. Part 1, "A Critical Perspective," examines challenges facing teacher education, recruitment, and quality in the United States, noting alternative pathways to teacher certification and monetary incentives to become teachers. Part 2, "Standard, Alternative, and Emergency Certification Models," describes the characteristics and benefits of these types of certification. Part 3, "Discussion," describes the types of people drawn to teaching by the various types of certification, examines implications for Hawaii and the Pacific entities, and makes recommendations for the Pacific region in dealing with this complex issue, including: raise the status of and standards for teaching; initiate new recruitment programs; focus on the areas of highest need; and eliminate all emergency certification programs. Nine appendixes include: Web links; licensing and certification organizations; Title II teacher quality legislation; Interstate New Teacher Assessment and Support Consortium model standards for beginning teachers; beginning teacher certificates issued; special programs for teacher certification; state standards for teacher licensure; states requiring teacher assessment for new licensure; and state teacher scholarship programs. (Contains 36 references.) (SM)

ED 450 083 SP 039 757

on developing skills in cognitive coaching whereby teachers could implement the Pathwise framework with a protege. The paper examines: the connection between PPA and cognitive coaching; adult learning theory; Vygotsky's Zone of Proximal Development; Perry's Developmental Scheme (which emphasizes cognitive development in nine positions); women's views on developmental issues; and connections between mentors and mentees. (Contains 25 references.) (SM)

ED 450 102   SP 039 777

Hargreaves, Andy; Earl, Lorna; Moore, Shawn; Manning, Susan
Learning To Change: Teaching beyond Subjects and Standards.
PUB DATE- 01
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Standards; Alternative Assessment; Change Strategies; Early Adolescents; *Educational Change; Educational Innovation; Emotional Experience; Foreign Countries; Grade 7; Grade 8; Integrated Curriculum; Intellectual Development; Junior High School Students; Junior High Schools; Leadership; Parent Participation; Relevance (Education); Secondary School Teachers; Student Evaluation
IDENTIFIERS- Reform Efforts

This book examines the realities of educational change from the perspective of reform-minded teachers, focusing on how the professional work of teachers mediates the translation of the new educational orthodoxy into sustained and enhanced levels of student learning. The book charts the perceptions and experiences of 29 teachers in grades 7 and 8 from four school districts, showing how they grappled with such initiatives as integrated curriculum, common learning standards, and alternative assessment. It discusses how well the new orthodoxy of educational reform meets the complex and diverse learning needs of today's adolescents. Part 1, "The Substance of Change," introduces the new educational orthodoxy, describes the study of 29 teachers, and focuses on: standards and outcomes, new developments in classroom assessment, and the teachers' experiences with curriculum integration. Part 2, "The Process of Change," looks at the intellectual and emotional work that teachers have to do when engaging in change efforts, the kinds of conditions that support and sustain teachers in the midst of change, and what has been learned about learning to change from this study of 29 teachers. (Contains 248 references.) (SM)

ED 450 103   SP 039 778

Bauer, David G.
The Teacher's Guide to Winning Grants.
PUB DATE- 99
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Corporate Support; Educational Finance; Elementary Secondary Education; Federal Aid; *Grants; *Grantsmanship;

PUB DATE- 00
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; Beginning Teachers; Elementary Secondary Education; *Enrollment Trends; *Labor Market; Public Schools; Tables (Data); *Teacher Characteristics; Teacher Recruitment; Teacher Salaries; *Teacher Supply and Demand; Teachers
IDENTIFIERS- *Missouri

This report presents data on the Missouri teacher labor market, using existing administrative records about the state's public schools, teachers staffing them, and students attending them from 1994-95. Data are presented on: enrollment growth (size and distribution of public school enrollment changes); Missouri's teaching workforce (size and characteristics of Missouri's public school teacher workforce during 1994-95 and 1998-99 and changes occurring during the study); labor market dynamics (number of teachers who left public school districts and teaching for various reasons and overall school district hiring rates); teacher supply (estimated annual additions to the supply of certified teachers); and vacancies and the supply of newly certified teachers (demand for and supply of teachers in Missouri's public schools). Overall, the labor market provided teachers to accommodate most teacher turnover and growth from 1994-95 and 1998-99. Significant numbers of teachers came from nontraditional sources. Census classifications and Missouri Department of Elementary and Secondary Education supervisory areas are appended. Also attached are: results from additional analyses conducted to investigate the role of pay in teachers' decisions to leave teaching; a district-level perspective on recruitment and retention in Missouri schools; and recommendations of the Commissioner's Task Force on Recruitment and Retention. (SM)

ED 450 124 SP 039 967

Arnold, Harriett
Succeeding in the Secondary Classroom: Strategies for Middle and High School Teachers.
PUB DATE- 01
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teachers; *Classroom Techniques; Collegiality; Discipline; High Schools; Middle School Teachers; Middle Schools; Paraprofessional School Personnel; Parent Teacher Cooperation; Planning; Politics of Education; Secondary School Teachers; Teacher Collaboration; Teacher Student Relationship; *Teaching Methods

This book presents ideas for beginning secondary teachers who want to excel during their first year of teaching. The eight chapters focus on: (1) "Before the First Days of School" (e.g., classroom design, school policies, important people to know, dressing for success, special education students, school records, and emergency procedures); (2) "The First Week of School" (class procedures and first day of school celebration award); (3) "Planning for Classroom Instruction" (classroom

LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Elementary Secondary Education; Measurement Techniques; *National Competency Tests; *Standardized Tests; *Standards; Tables (Data); Test Construction; *Test Interpretation
IDENTIFIERS- *National Assessment of Educational Progress; Standard Setting

The articles in this report were prepared to help the National Assessment Governing Board (NAGB) examine and clarify its public policy positions and its operational procedures in the area of standard setting for the future of the National Assessment of Educational Progress (NAEP). They examine evaluations of the NAGB achievement levels setting process and the ways the NAEP has been perceived by its audiences. Commercial and state standard setting processes are discussed, and some alternative models for developing achievement levels are reviewed. The articles are: (1) "Executive Summary" (Sheila Byrd); (2) "Reporting NAEP by Achievement Levels: An Analysis of Policy and External Reviews" (William Brown); (3) "A Survey and Evaluation of Recently Developed Procedures for Setting Standards on Educational Tests" (Mark D. Reckase); (4) "A Description of the Standard-Setting Procedures Used by Three Standardized Achievement Test Publishers" (Robert A. Forsyth); (5) "States with NAEP-Like Performance Standards" (Jeffrey M. Nelhaus); (6) "Newspaper Coverage of NAEP Results, 1990 to 1998" (Ronald K. Hambleton, Kevin Meara); (7) "Looking at Achievement Levels" (W. James Popham); (8) "What NAEP's Publics Have To Say" (Claudia Simmons and Munira Mwalimu); (9) "Conclusions and Recommendations" (Sheila Byrd); and (10) "Acknowledgments and Appendixes." Each article contains references. (Contains 30 tables.) (SLD)

ED 450 145 TM 032 335

Smith, Allison, Ed.
Elementary Makes the Grade!
PUB DATE- 00
NOTE- 100p.; Edited in cooperation with Barbara Baseggio. Developed by California State Department of Education, Education Support and Networks Division Elementary Networks Office.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Accountability; *Curriculum Development; Educational Assessment; *Elementary Education; Instructional Leadership; Professional Development; *Program Implementation; State Programs
IDENTIFIERS- *California

This report provides guidance and information on resources to assist elementary schools, parents, community members, and policymakers in implementing a systemic approach to standards-based education. It makes clear recommendations on how schools can achieve a coordinated system in which standards, assessment, accountability, and curriculum are aligned and focused on ensuring that all students meet grade-level standards. Fifteen recommendations are presented, related to 5 components of a standards-based system. Each of the recommendations is followed by a research-based "Rationale" and

ED 450 167 UD 033 986

Rafferty, Yvonne
The Legal Rights and Educational Needs of Homeless Children with Disabilities.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for the Education of Homeless Children and Youth (12th, Greensboro, NC, October 17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Adolescents; Children; *Disabilities; Educational Legislation; Elementary Secondary Education; *Equal Education; *Homeless People; Public Education; *Special Education
IDENTIFIERS- Individuals with Disabilities Education Act; Stewart B McKinney Homeless Assist Act Amend 1990; Stewart B McKinney Homeless Assistance Act 1987

This paper highlights the educational rights and needs of homeless children under both the McKinney Act and the Individuals with Disabilities Act. Section 1 explains the Stewart B. McKinney Homeless Assistance Act of 1987, which included the Education for Homeless Children and Youth Program mandating a free, appropriate public education for all children, including those with special needs. This section also describes the Individuals with Disabilities Education Act (IDEA), which covers homeless children and homeless children with disabilities. Section 2 discusses the educational challenges confronting homeless children with disabilities, highlighting findings from a 1999 forum on the needs of homeless children and youth with disabilities. Section 3 presents strategies for addressing educational needs and service challenges, including: increase awareness about the educational needs and rights of homeless children, including those with disabilities; address mobility issues related to identifying homeless students with disabilities and provide continuity of services; provide timely, appropriate, and multidisciplinary assessment for homeless students; and increase valid and reliable data on issues related to homelessness. Implications for advocacy and action include: remember that only one-third of homeless children are in shelters; provide one champion for each homeless child; and foster collaboration with those working with the homeless and those working in schools. (SM)

ED 450 168 UD 033 987

Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling. Continuing Education.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 01
NOTE- 245p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Classroom Techniques; Computer Uses

recommendations. The second paper, "One Judicial Perspective on the Sex Trade" (Kay Tsenin), discusses judicial approaches, the sex worker (victim and survivor), courts and the communities they serve, interventions, and future needs. The third paper, "Childhood Victimization and the Derailment of Girls and Women to the Criminal Justice System" (Cathy Spatz Widom), discusses the role of childhood victimization in the development of criminal behavior, mechanisms in derailment, and the female criminal (opportunities for intervention). (SM)

ED 450 186   UD 034 007

Levine, Judith A.; Pollack, Harold; Comfort, Maureen E.
Academic and Behavioral Outcomes among the Children of Young Mothers.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the Population Association of America (June 26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Behavior Problems; Birth Order; *Early Parenthood; Grade Repetition; Poverty; Scores; *Sexuality
IDENTIFIERS- *Risk Taking Behavior

This paper uses data from the National Longitudinal Survey of Youth (NLSY) to investigate the effects of early motherhood on the academic and behavioral outcomes of these mothers' children. The NLSY follows 12,686 young people who were age 14-21 years in 1979 with annual or biannual interviews. African Americans, Hispanic Americans, and poor whites are over-sampled. Children born to female respondents began being tracked in 1986, with biannual interviews of parents and children and assessments of psychometric and behavioral factors. Beginning in 1994, children over age the of 13 completed separate interviews exploring sexual behavior, substance abuse, pregnancy, school test scores, school completion, and criminal behavior. Data analysis indicated that compared with other children and young adults in the NLSY sample, children of teen mothers were more likely to score poorly on tests, be retained in school, initiate early sexual activity, and display problem behaviors such as truancy and fighting. There was no zero-order correlation between timing of first birth and child's use of tobacco or marijuana. For behaviors like fighting, truancy, early sexual activity, and other problem behaviors among adolescent and young adult offspring, maternal age-at-first-birth was an important risk factor. (Contains 19 references.) (SM)

ED 450 187   UD 034 008

Melaville, Atelia
City Voices, Children's Needs: New Ways of Taking Action.
PUB DATE- 00
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Child Development; *Child Safety; *City Government; Cooperative Planning; Day Care; Diversity (Student); Early Childhood Education; Educational Improvement; Elementary Secondary Education; *Family Problems; Health Insurance; Housing; Municipalities; Racial Bias; *School

"Illinois Schools Journal" that examines various interventions from the perspectives of members of the Center for Urban Research and Education (CURE) and tenure-track professors from Chicago State University's College of Education. In recent years, the student population has grown, has begun to include children from more diverse backgrounds, and has diversified the kinds of educational programs offered. However, these accomplishments have fallen far short of the vision of a universal school system that provides all children with equal access to academic success. Various interventions hold promise for reforming education for poor, minority students. They feature such elements as greater parent involvement, a challenging and relevant curriculum, restructured school organizations, and use of technology to enhance learning. The papers included in this theme issue focus on: the work of the CURE; the impact of parent participation; the need for culturally relevant curriculum; the benefits of small schools; and varied uses of computers in education. (Contains 15 references.) (SM)

ED 450 208   UD 034 030

Fairlie, Robert W.; Resch, Alexandra M.
Is There "White Flight" into Private Schools? Evidence from the National Educational Longitudinal Survey. JCPR Working Paper 211.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Diversity (Student); Elementary Secondary Education; *Migration; *Minority Groups; Poverty; *Private Schools; *Racial Attitudes; *Racial Bias; *Whites

This report investigates the issue of white flight into private schools by examining data from the National Educational Longitudinal Survey (NELS) and a dataset from the National Center for Educational Statistics. The NELS provides information on student and parental characteristics such as geographical location, religious affiliation, school characteristics, and racial attitudes. The study assesses whether whites are choosing to attend private schools in response to the presence of minority children in public schools, testing the hypothesis that whites are more likely to opt out of public schools when their local schools have larger concentrations of minorities, all else being equal. The study focuses on whether white flight is from all minorities or only from certain groups based on race or income. Data analysis indicates some evidence of white flight from public schools to private schools, partly in response to minority students. White families are fleeing from public schools with large concentrations of poor minority students. The clearest flight appears to be from poor black schoolchildren. The results for white flight from Asian and Hispanic students are less clear. There is some evidence that racism toward minority schoolchildren may contribute to white flight. (Contains 13 references.) (SM) results were found when these merchandising techniques were used with collection materials in the nonprint format, specifically audiobooks and videos, instead of books. This study attempted to determine whether the librarian's promotion of audiobooks would increase their circulation, and which merchandising technique would produce the preferred results: a greater increase in circulation. An experiment was conducted at four agencies of The Public Library of Youngstown and Mahoning County to test the two-part hypothesis: the librarian's use of a poster, display, and recommended listening list would result in the increased library circulation of audiobooks; and the librarian's use of a display would produce the preferred results: a greater increase in circulation over the recommended listening list and the poster. To begin the experiment, normal audiobook circulation was monitored for a control pretest period of one month. Then a separate merchandising treatment--a poster, display, and recommended listening list-was placed at each of three different agencies; a fourth agency served as a control and used no promotional treatment at all. Again circulation was monitored for this experimental period of one month. The statistics generated revealed that there was an increase in audiobook circulation with the librarian's use of the display and recommended listening list, and the display did result in the greater increase in circulation over the poster and the recommended listening list. Yet when the data was analyzed, taking total branch circulation into consideration, the results were found not to be statistically significant. Therefore, the hypothesis could not be supported. The poster and recommended listening list are appended. (Contains 26 references.) (AEF)

ED 449 816 IR 058 060

Law, Darnell L.
A Comparison of Traditional and Nontraditional Students and Their Ease of Interactivity between Telnet and Web-Based Online Catalogs.
PUB DATE- 00
NOTE- 48p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Conventional Instruction; Higher Education; *Library Catalogs; Nontraditional Students; *Online Catalogs; Student Attitudes; Student Characteristics; Student Surveys; *World Wide Web
IDENTIFIERS- Kent State University OH; *Telnet

This study compared the familiarity of text-only/Telnet and graphical/Web-based online library catalogs of 83 traditional to 17 nontraditional students who were new to Kent State University (Ohio) as of the spring semester of 2000. A questionnaire was distributed to all students prior to any formal library instruction provided by the university. Chi-Square tests were used to determine if there were significant relationships between the two groups of students and multiple variables concerning: previous use of electronic catalogs before entering college, each type of catalog display specifically, and willingness of each subject towards taking a formal class in library catalog instruction. It was found that the traditional student population preferred majors that were within Kent's College of Fine and Professional Arts, whereas nontraditional students concentrated their studies in the College of Business. Most traditional students were found to developmental course level headcount, (5) declared undergraduate majors by discipline area; (6) graduate majors by discipline area; and (7) degrees awarded by level, campus, discipline, and ethnicity. Faculty and staff profile information includes; (1) a summary of full-time regular faculty by tenure status, campus and average nine-month salary; (2) regular faculty instructional productivity and instructional workload by campus, faculty by gender, ethnicity; (3) regular and temporary employees by occupation; (4) and employees by gender, ethnicity and occupation. Financial profile information includes: (1) general fund by campus; (2) budget by fund source; (3) total actual expenditures by campus; (4) tuition rates per student credit hour; (5) UA financial aid award summary; and (6) ratio of Alaska student loan recipients by amount and campus. A sampling of active grant-funded research projects, and description of UA facilities concludes the report. (PGS)

ED 449 836 JC 010 149

Crawford, Chemene
A Demographic Study of California Community College Chief Executive Officers.
PUB DATE- 97
NOTE- 74p.; Directed research project written for the Master of Human Resources and Organization Development at University of San Francisco.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Administrator Attitudes; *Administrator Characteristics; *Administrator Qualifications; Administrator Selection; *Career Guidance; *Career Ladders; *College Presidents; *Community Colleges; Education Work Relationship; State Surveys; Two Year Colleges
IDENTIFIERS- California Community College Presidents Study; *California Community Colleges

A survey consisting of multiple choice and free response questions was administered to California Community Colleges (CCC) chief executive officers (CEOs) in fall 1996 to identify some of the similarities in the professional practices and patterns to success among this group. Of 125 CEOs surveyed, 81 or 65% responded. Multiple choice results included: the majority came from within the community college field; most were from blue collar homes; 64% were in their first presidency; more than half had been in their current position for 5 years or less; 69.14% were white; 69% were men; most were between 51 and 60 years of age; 88% had earned a doctoral degree with over half having the Ed.D.; more than half belonged to the Rotary as a civic membership; the majority did not feel affirmative action helped them to become community college presidents; and 74% had a role model. Free response question results included: collective bargaining issues were a major problem; shared governance (brought about by AB 1725) undermines the president's authority; some women and most non-white males reported that gender and sexism were obstacles on the pathway to becoming president. (Contains 27 references and a copy of the survey instrument.) (PGS)

ED 449 837 JC 010 151

Aragon, Steven R., Ed.
Beyond Access: Methods and Models for Increasing Retention and Learning among Minority Students. New Directions for Community

(141)
DESCRIPTORS- Access to Education; *Community Colleges; Educational Assessment; Educational Improvement; *Educational Practices; Educational Quality; *Educational Research; Educational Trends; *Equal Education; Foreign Countries; Postsecondary Education
IDENTIFIERS- *South Africa

This report examines the current state of community colleges in South Africa. A pilot study was designed to assess the state of thinking, practice, partnership, possibilities, programming, restructuring, and needs with regards to South African community colleges. Preliminary findings suggest that, where community colleges do exist, there is a strong sense that they represent powerful community, social and human resources development nodes that could promote the realization of FTE ideals as stated in government policy. At the same time, however, a number of capacity needs have also been identified in the community colleges subsystem, ranging from governance and management needs, program development needs, quality assurance and accreditation needs, to partnerships requiring urgent attention. This report is divided into three parts. Part 1 provides the framework, the basic issues in FTE, perspectives and ideas on community colleges, and other concepts that guided researchers' thinking as they prepared to undertake this phase of the research. Part 2 contains the basic findings from site visits to 9 colleges and from the survey questionnaires returned from 30 colleges. Part 3 contains conclusions and recommendations for action at the research and policy levels. (JA)

ED 449 857 JC 010 174

Lindquist, Sue; Hilmes, Mary Ann
Handbook of Accreditation and Policy Manual. 1996 Edition.
PUB DATE- 96
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Accreditation (Institutions); *Community Colleges; Educational Assessment; *Educational Quality; *Eligibility; *Institutional Mission; Postsecondary Education; School Effectiveness; Two Year Colleges
IDENTIFIERS- *Accreditation Standards

This handbook provides current regional accreditation eligibility requirements and accreditation standards for community, junior, and specialized two-year colleges. It is intended for the use of institutions under review, members of evaluation teams, and others that are concerned with good practice in associate degree-granting institutions. Institutional accreditation by the Accrediting Commission for Community and Junior Colleges is a voluntary, nongovernmental process involving institutional self-study and professional peer review. Standards for accreditation represent generally accepted definitions of good practice in education. The ten standards utilized are: institutional mission, institutional integrity, institutional effectiveness, educational programs, student support and development, information and learning resources, faculty and staff, physical resources, financial resources, and governance and administration. Each standard includes an overall goal statement, as well as a series of specific objectives. For

PUB TYPE- Books (010),Guides/Methods/Techniques (For
Practitioners) - Non-Classroom Use (For Administrative and
Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Safety; *Children; Computer Selection;
Computer Software Selection; *Computers; Educational
Technology; Internet; *Parent Child Relationship; *Parent
Responsibility; *Parents; World Wide Web
IDENTIFIERS- Computer Use; Family Activities; *Home Computers

On the premise that it is the parents' responsibility to ensure that computer technology enriches their children's lives rather than displaces traditional pursuits, this book provides advice to families regarding computer use at home. The book is designed to help parents set realistic expectations for the role of computers in their children's lives, help their children become good information users and consumers, select the right computer and software for their family, select appropriate Web sites, decide if content-filtering software is necessary, and get the entire family involved in educational computer activities. The chapters are: (1) "The Magic Machine: Setting Realistic Expectations"; (2) "Computers in the Midst: Taking Stock and Choosing a Role"; (3) "The Digital Edge: Making Technology Work for Your Kids"; (4) "Speed Traps and Power Plays: Avoiding Hidden Potholes on the Cyber Expressway"; (5) "The Smart PC Shopper: Buying the Right Stuff"; (6) "Bits and Bytes: Buying Software for Your Kids"; (7) "The Wild Wild Web: Choosing Web Sites for Your Kids"; (8) "From Cyberspace to Your Space: Connecting with Your Kids at the Keyboard," suggesting family activities using the computer; and (9) "The Plugged-In Parent: Creating an Operating System for Your Household." A list of content-filtering software is appended. (KB)

ED 449 878 PS 028 239

Rowley, Barbara
Baby Days: Activities, Ideas, and Games for Enjoying Daily Life with a Child under Three.
PUB DATE- 00
NOTE- 286p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
Practitioners) - Non-Classroom Use (For Administrative and
Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Games; Infant Behavior; *Infants; Learning
Activities; Parent Child Relationship; Parents; *Play; *Toddlers
IDENTIFIERS- Childhood Fun; *Daily Activities; Daily Events;
Daily Routines; Family Activities

Noting the difficulty that many parents have finding activities to fit the busy life, budget, and energy levels of the average parent and the attention span and abilities of the typical infant and toddler, this book is designed as a reference book for parents and others looking for ways to entertain, educate, and enjoy a young child during the course of an average day. The book's introduction makes recommendations for appropriate materials and equipment for children of various ages, discusses toys and toy storage, outlines ways to organize and prepare for crafts and projects, and discusses ways to practice and teach planned television and videotape viewing. The remainder of the book is organized in chapters by time of day or type of activity: (1) mornings; (2) meal times; (3) nap times; (4) afternoons; (5) bath times and bedtimes; (6) outings; (7)

PUB DATE- 00
NOTE- 21p.; Paper presented at the Head Start National Research Conference (5th, Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; Early Childhood Education; Emotional Disturbances; Mental Health; *Nursery Schools; *Preschool Children; Preschool Education; Problem Children; *Therapy
IDENTIFIERS- *Program Characteristics

Noting that therapeutic nursery programs (TNPs) offer one alternative to mainstream daycare or preschool settings for young children experiencing severe emotional and behavioral difficulties, this study gathered information about TNPs and their services. Response rate to a survey mailed to a nonrandom nationwide sample of 40 programs was 50 percent. The hypothesis was that TNPs would provide services specific to the characteristics of children's presenting problems; findings indicated considerable diversity in the client populations and services provided. The majority of TNPs were located in urban areas (75 percent), with 20 percent in suburban locations. Ninety percent of TNPs provided services to children experiencing a variety of emotional and behavioral difficulties: ADHD was the most common diagnosis (85 percent), Down's Syndrome the least reported (5 percent). TNPs serving children with mental retardation tended to be specific to that population. Most TNPs used a combination of funding sources. Most (75 percent) provided service year-around. Programs requiring family involvement reported a higher rate of attendance problems than overall. Programs providing a meal with psychoeducational presentations to parents did not report attendance difficulties. Forty percent of the TNPs used an eclectic treatment approach, with 20 percent using a cognitive-behavioral approach. Eighty percent of TNPs served at least three client populations. Forty percent of TNPs provided both educational and therapeutic components, with 30 percent providing only a therapeutic component. Teachers were the most frequently involved staff, with social workers, psychologists, occupational and physical therapists also employed. Graduate students were 20 percent of all staff within classrooms. (Contains 16 references.) (KB)

ED 449 898 PS 029 192

Weikart, David P.
Early Childhood Education: Need and Opportunity. Fundamentals of Educational Planning 65.
SPONS. AGENCY- Swedish International Development Cooperation Authority, Stockholm.
PUB DATE- 00
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Developed Nations; Developing Nations; *Early Childhood Education; Educational Opportunities; Educational Planning; *Educational Policy; Educational Quality; Foreign Countries; Preschool Children; *Preschool Curriculum; *Preschool Education; *Standards

Noting that providing quality early childhood care and development programs is a challenge for policy makers and educational planners worldwide, this monograph presents the responded in the same ways regarding school progress and attitudes. (KB)

ED 449 916 PS 029 216

Feller, Markus
Rights of the Child in Burundi.
PUB DATE- 00
NOTE- 46p.; Report presented to the United Nations Committee on the Rights of the Child (25th Session, Geneva, Switzerland, September 18-October 6, 2000); for another report in the Rights of the Child series, see ED 425 813. Support provided by Misereor and the Fondation de France.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Abuse; Child Advocacy; Child Safety; *Child Welfare; Childhood Needs; *Children; *Childrens Rights; Civil Rights Legislation; Compliance (Legal); Delinquency; Foreign Countries; Government Role; Law Enforcement; Victims of Crime; Well Being
IDENTIFIERS- *Burundi; Torture; Torture Victims; *United Nations Convention on Rights of the Child; Victimization

This report to the United Nations (U.N.) Committee on the Rights of the Child contains observations of the World Organisation against Torture (OMCT) concerning the application of the Convention on the Rights of the Child by Burundi. The report is presented in seven parts. Part 1 outlines preliminary observations regarding Burundi's ratification of the Convention, noting that the government omitted important information in their report to the Committee on the Convention on the Rights of the Child. Part 2 presents general observations on the situation of children in Burundi, asserting that torture seems to be a systematic practice within the country, with evidence for violations of children's rights by rebel forces, the police and armed forces, and by family members. Part 3 of the report provides definitions of "child." Part 4 details protections against torture and other cruel, inhuman, or degrading treatment or punishment, including the definition of torture in international law and Burundi's legal framework. Part 5 concerns children in conflict with the law, presenting information on the age of penal responsibility, policy custody, and procedures related to the death penalty, life imprisonment, children's complaints, independence of the judiciary, validity of confessions obtained under torture, detention with adults, and medical examinations during detention. Part 6 of the report notes concern with ethnic tensions in Burundi between the Hutu and Tutsi, and describes refugee camp and regroupment sites. Following OMTC conclusions, the report presents a summary of observations and recommendations by the U.N. Committee on the Rights of the Child--Burundi, in the following areas: positive aspects, factors and difficulties impeding the implementation of the Convention, principal subjects of concern, and suggestions and recommendations. (KB)

ED 449 917 PS 029 218

Tofler, Ian; DiGeronimo, Theresa Foy
Keeping Your Kids Out Front without Kicking Them from Behind: How To Nurture High-Achieving Athletes, Scholars, and Performing Artists.
PUB DATE- 00
NOTE- 219p.

multiple, rural schools to communicate in real time with each other and with their instructor, using whiteboards, chat, video, and voice communication. The asynchronous component provides student access to lessons, a bulletin board, private email, a calendar, tests, presentations, individual evaluation records, and a software package that allows students and instructors in separate schools and different times to take part in a virtual classroom discussion. As of September 1999, the program has been expanded to 5 of the 10 school districts in Newfoundland. The URL is included. (TD)

ED 449 934   RC 022 758

Stevens, Ken
The Development of Virtual Classes in New Zealand and Canada: Some Implications for Administration and Policy.
PUB DATE- 00
NOTE- 11p.; Paper presented at the New Zealand Educational Administration Society (Waitangi, New Zealand, January 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Distance Education; Educational Administration; *Educational Cooperation; *Educational Needs; Foreign Countries; Geographic Isolation; High Schools; *Instructional Innovation; *Internet; *Rural Education; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Intranets; New Zealand; Newfoundland

A great deal of experimentation with telecommunications technologies is occurring in both New Zealand and Atlantic Canadian rural schools. New Zealand has developed a National Information and Communications Technology Strategy, the objectives and initiatives of which are described. On both the North and South Islands, small rural schools have developed electronic networks that link the schools to each other and to larger urban high schools, polytechnic schools, and the New Zealand Correspondence School in Wellington. In Newfoundland (Canada), the Memorial University of Newfoundland has assisted in creating advanced placement web-based mathematics and science courses that are delivered via satellite to an intranet of rural schools. Virtual classes suggest several implications: the more public nature of teaching online may require changes in teaching methods; the integration of virtual and traditional classes may lead to new professional hierarchies as some online teachers are hired by networks of schools and are assisted by on-site teachers; the linking of schools to share virtual classes will require academic and administrative collaboration in scheduling, curriculum development, and the sharing of teachers and resources; technical support and instructional design expertise in the preparation and upgrading of online courses will become a priority; the unsupervised nature of virtual classes requires students to learn independently and ask questions; and pedagogical difficulties involved with teaching across multiple sites demand particularly careful preparation on the teacher's part. (TD)

ED 449 935   RC 022 759

Sandalov, Aleksandr N.; Sukhareva, Natalia A.; Barry, Maurice; Piper, Terry; Stevens, Ken
The Development of Open Models for Teaching Physics to Schools in

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Educational Assessment; *Educational Change; Elementary Secondary Education; *Evaluation Criteria; Program Implementation; Rural Schools; Scoring Rubrics; *Self Evaluation (Groups)
IDENTIFIERS- Systemic Educational Reform

The Utah, Colorado, Arizona, New Mexico-Rural Systemic Initiative (UCAN-RSI) supports standards-based reform in mathematics, technology, and science education for rural students in its states. This guide provides UCAN schools and communities with a set of measures that describe the location of a school/community on the developmental continuum of reform. The guide aims to give change agents an accurate view of where they are in relation to where they want to go. In a set of tables, each component of the educational infrastructure is described as it would appear at five stages of the reform continuum: traditional system, awareness and exploration, transition, emerging new infrastructure, and performance-based system. The following infrastructure components are described: curriculum standards and accountability, curriculum content and instructional methods, teacher quality and ongoing professional development, policymaking process, policy alignment, converging resources, resource reallocation, partnerships and public engagement, public and political support, student achievement data collection, and achievement data reporting. A brief guide for overall rating of school implementation of reform is presented, followed by two forms for generating summary profiles. (SV)

ED 449 952   RC 022 815

Rural Health: The Story of Outreach. A Program of Cooperation in Health Care.
PUB DATE- 93
NOTE- 49p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Allied Health Occupations Education; Child Health; Elementary Secondary Education; Federal Aid; Geographic Isolation; *Health Education; *Health Services; Medical Education; Mental Health Programs; *Outreach Programs; Prenatal Care; Program Descriptions; Public Health; *Rural Areas; School Community Relationship
IDENTIFIERS- Access to Health Care; Telemedicine

Rural Health Outreach is a federal program of demonstration grants designed to encourage organizations to cooperate in delivering health care services to rural Americans. Thirteen programs utilizing innovative collaborations between state agencies, schools, nonprofit organizations, hospitals, volunteers, and the private sector are described a year into their work. On Virginia's Delmarva Peninsula, check-ups were provided to middle school students at school. In North Dakota, ambulance volunteers received training. A consortium of community mental health centers in 13 Oregon counties accessed help from specialists via satellite. Mobile prenatal care was provided in two northwestern Pennsylvania counties. Alaska Natives were trained to be physician assistants in their rural villages. In- and out-patient hospice services were established

Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Climate; Elementary Education; Lesson Plans; Meteorology; Optical Data Disks; *Science Activities; Science Instruction; *Weather
IDENTIFIERS- *Clouds; *Seasons

This CD-ROM, designed for students in grades K-2, explores the world of weather. Students investigate weather to learn about climate and the seasons, how animals adapt to weather changes, how clouds tell us about conditions, and how weather plays a part in our everyday lives. The weather calendar lets students record and write about conditions outside their school. Nine content presentations are featured in the lessons section. A read-aloud section is also included. Students can take part in quizzes and note taking while using the program. There is a jukebox on which students can listen to songs based on weather. Program completion certificates are included. Weather activities include such topics as season detectives, if raindrops could talk, weather today, weather mural, rain makers, blowing in the wind, weather poetry, and what should I wear today. The teacher's guide includes instructions on using the CD-ROM and classroom activities. (SAH)

ED 449 972   SE 064 365

E-Hazards: They're Out There....
PUB DATE- 99
NOTE- 20p.; Produced by the U.S. EPA, Region 6. Companion to the videotape "E-Hazards: They're Out There..." (15 minutes), designed for second to fifth graders.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Air Pollution; Asbestos; *Children; *Hazardous Materials; Health Education; Pesticides; Safety; Science Education; Smoking
IDENTIFIERS- *Environmental Health; Household Products; Lead (Metal); Radon; Ultraviolet Light

This booklet discusses concerns about environmental health threats to children, describes dangers, and lists strategies for protection. Topics include: (1) "Household Products"; (2) "Secondhand Tobacco Smoke"; (3) "Pesticides"; (4) "Overexposure to Ultraviolet Light"; (5) "Lead"; (6) "Contaminated Water"; (7) "Ozone Air Pollution"; (8) "Radon"; and (9) "Asbestos." (YDS)

ED 449 973   SE 064 378

Thorson, Annette, Ed.
Partnerships with Business and the Community.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 77p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Community Involvement; Educational Resources; Elementary Secondary Education; *Mathematics Education;

ED 449 995 SE 064 568

Knapp, Kelly Ann; Machen, Sarah Christine
Design and Application of a HyperStudio Science Program. Adventure Joe's Quest for Knowledge: Invertebrates.
PUB DATE- 00
NOTE- 41p.; Some figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biology; *Computer Software; Grade 5; Intermediate Grades; Multimedia Materials; Science Education; *Technology
IDENTIFIERS- *HyperStudio; *Invertebrates

Implementation of technology in classrooms is becoming a necessity for all teachers with the advent of the 21st century. This document presents the development process of a computer software project about invertebrates for fifth grade students. The project uses a HyperStudio program that displays information on cards linked to each other. The HyperStudio program is very user-friendly, and navigation through the cards is easy. These properties make this program a good selection for elementary school students. Content includes an introduction, rationale, research, and production of the projects; information on the implementation process; evaluation of the project by students and cooperative teachers; references; and attachments. The attachments include schematics of storyboards and printouts of the HyperStudio Stacks. (YDS)

ED 449 996 SE 064 569

Johnson, William L.; Johnson, Annabel M.
The Theory of Evolution: An Educational Perspective.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Biology; *Classification; *Embryology; *Evolution; Higher Education; *Paleontology; Science Education
IDENTIFIERS- *Darwin (Charles); Social Darwinism

The article's thesis is that evolution's intellectual foundations have been steadily eroding, and that few new findings in embryology, taxonomy, fossil remains, and molecular biology are bringing us very near to a formal, logical disproof of Darwinian claims. The paper begins by discussing the evidence of a prehistoric world, then they discuss knowledge acquisition, the mechanism of evolution, types of evolution, probability and statistics, and doubts about Darwin. The paper concludes with a discussion of social Darwinism and evolution's influence on American education. (Contains 19 references.) (Author/SAH)

ED 449 997 SE 064 570

Daneshvar, K.; Tranjan, F. M.
Adaptive Core Requirements for an Ever Changing Electrical Engineering Curriculum.
PUB DATE- 98
NOTE- 5p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Body Language; Communication Skills; Cultural Awareness; Cultural Background; *Cultural Education; Cultural Images; Culture Contact; Facial Expressions; Foreign Countries; *Intercultural Communication; *Nonverbal Communication; *Stereotypes; Teaching Methods
IDENTIFIERS- *Middle East

This paper presents suggestions for a 60-hour course in intercultural communication that develops cognition skills needed to understand life in foreign countries. The initial part of the course is intended to heighten the participant's awareness of his or her own "home-culture"; the latter part concentrates on assumptions, values, and behaviors of the "target-culture." Although the course described herein is designed for culturally homogeneous classes in the Middle East, it can serve as a model for multicultural groups anywhere. The paper is divided into the following sections: "Considering Parameters"; "Part One: Topics and Sequencing"; "Defining Culture"; "Human Needs"; "Cultural Expectations and Behaviors"; "Identity Symbols"; "Rituals"; "Methodology: The Students Teach the Teacher"; "Part Two: Understanding Target-Culture Behavior"; "Nonverbal Communication"; "Basic Reality-Assumptions"; "Home-Culture Values--Proverbs"; "Cultural Heroes"; "Cognition as Culturally Determined"; "Stereotyping--Roadblocks to Understanding"; "Culture Shock and Adjustment"; "Critical Incidents"; and "Pedagogical Approach." (BB)

ED 450 018 SO 032 384

O'Connell, Libby, Ed.
The Star-Spangled Banner Project: Save Our History TM . Teacher's Manual, Grades K-8.
PUB DATE- 98
NOTE- 62p.; This teacher's manual was produced in cooperation with the Smithsonian Institution's National Museum of American History.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; Elementary Education; *Heritage Education; *Interdisciplinary Approach; Middle Schools; Social Studies; Teaching Guides; *United States History
IDENTIFIERS- National History Standards; Smithsonian Institution; *Star Spangled Banner; War of 1812

The Star-Spangled Banner is the original flag that flew over Fort McHenry in Baltimore (Maryland) during its attack by the British during the War of 1812. It inspired Francis Scott Key, a lawyer being held on board a British ship in Baltimore Harbor, to write a poem that later became the words to the national anthem. Since 1907, the Star-Spangled Banner has been part of the collection at the Smithsonian Institution and has hung as the centerpiece of the National Museum of American History in Washington for over 30 years. Now the flag is being examined, cleaned, repaired, and preserved for future generations. This teacher's manual about the flag's history features an interdisciplinary project that focuses on history, music, language arts, and science. Following an introduction, the manual is divided into grade-level sections: Section One: Grades K-2; Section Two: Grades 3-5; and Section Three: Grades 6-8. Each section begins with an overview and contains activities in various academic disciplines. An appendix contains words and music to "The Star-Spangled Banner." Cites

Developed by Marshall Croddy, Bill Hayes, and Todd Clark.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Civil Rights; *Correctional Institutions; *Crime; Crime Prevention; *Criminal Law; Equal Protection; *Juvenile Justice; *Law Enforcement; Law Related Education; Social Studies
IDENTIFIERS- *Criminal Justice; Criminal Prosecution

This book, a comprehensive and interactive introductory text on criminal justice, consists of six units: (1) Crime: covers victims' rights, gangs, violent crime, white-collar crime, elements of crimes, legal defenses, methods for measuring crime, hate crime, computer crime, and a history of crime in the United States; (2) Police: explores local police, attitudes toward police, community policing, criminal investigation, search and seizure, "Miranda," the exclusionary rule, racial profiling, corruption, use of force, policing the police, and an history of law enforcement; (3) The Criminal Case: examines courts, judges, and lawyers and explores a hypothetical criminal case from arrest through trial; (4) Corrections: looks into sentencing, prisons, alternatives to prison, capital punishment, theories of punishment, history of corrections, and debates such as those over mandatory-minimums and the high number of imprisoned persons; (5) Juvenile Justice: explores the separate system for juveniles and examines delinquency, status offenses, steps in a juvenile case, rights of juveniles, juvenile corrections, waiver to adult court, the death penalty, how the system developed, and current controversies; and (6) Solutions: looks at debates over the causes of crime, racism in the justice system, crime in schools, vigilantism, policy options to reduce crime and to make the system more just, and options for individual citizens. Appendices contain excerpts from the U.S. Constitution, a glossary, and a table of cases cited. (BT)

ED 450 041 SO 032 541

Flood, Craig, Ed.; Bates, Percy, Ed.; Potter, Julia, Ed.
Gender Equity for Males. WEEA Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Equal Education; *Gender Issues; Males; *Nondiscriminatory Education; School Culture; *Sex Fairness; *Student Needs

Traditionally, the term "gender equity" is associated with equalizing the playing field for girls. However, gender equity by definition applies to both genders. This digest states that, in the best possible scenario, gender equitable education provides equal opportunities and enables each student to reach his or her potential, reducing the gender disparities that are detrimental to classroom interactions and in testing; encouraging all students to pursue a variety of school subjects, putting no limit on what they can accomplish; and giving students the opportunity to participate in all aspects of school sports and clubs. It finds that the success of boys and girls in school and beyond depends on gender equity in education. This digest contains the following articles: "What about the Boys?" (Michael Kimmel); "Safe Boys, Safe Schools"

DESCRIPTORS- Citizenship Education; Constitutional History; Elementary Secondary Education; Federal Government; Federal Legislation; Government Role; *Governmental Structure; Legislators; Political Issues; Social Studies; *United States Government (Course); *United States History
IDENTIFIERS- Congress; ERIC Digests; House of Representatives; Senate; United States Constitution

This digest addresses teaching about the U.S. Congress. The digest addresses the constitutional foundations of the U.S. Congress, including the Virginia Plan, the New Jersey Plan, representation, bicameralism, and the balance of power between state and federal government and among the executive, judicial, and legislative branches of the federal government; discusses the evolution of the U.S. Congress from its inception to the present day, including comparisons of days in session, average length of bills, and number of bills passed; and annotates five Internet resources for teaching about the U.S. Congress. (BB)

ED 450 063 SO 032 590

Boufoy-Bastick, Beatrice
The Cultural Index as a Predictor of Culturally-Determined Behaviours in Multicultural Societies.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the Society for Cross-Cultural Research (29th, New Orleans, LA, February 22-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; *Cultural Context; *Ethnicity; Ethnography; Foreign Countries; Longitudinal Studies; Social Science Research
IDENTIFIERS- Fiji; Fijians

This paper introduces the Cultural Index (CI), which is composed of grounded indices for measuring cultural identity and predicting culturally-determined behaviors. These behaviors often are associated with ethnicity, which researchers have used as a predictor of culturally-defined behaviors. This use posits that ethnicity defines culture. However, this is not so in multicultural societies where ethnic groups influence each other's culturally-determined behaviors by sometimes borrowing more effective behaviors and sometimes marking their separate identity by emphasizing differential behaviors. This paper describes the CI and how to calculate it. It is supported by ethnographic data from a 4-year long comparative study of native Fijians and Indo-Fijians. Gives illustrative examples of CI use. Contains a 10-item bibliography. (Author/BT)

ED 450 064 SO 032 591

Arts Education: An ASCD Topic Pack. Revised for 2000-2001.
PUB DATE- 00
NOTE- 228p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reference Materials - Bibliographies (131)
DESCRIPTORS- Aesthetic Education; Annotated Bibliographies; *Art Education; Dance; *Dance Education; Elementary Secondary Education; *Fine Arts; Information Sources; Internet; *Music Education; *Theater Arts

This topic pack, revised for 2000-2001, is designed to provide

Veenman, Simon; van Benthum, Niek; Bootsma, Dolly; van Dieren, Jildau; van der Kemp, Nicole
Training Student Teachers in Cooperative Learning Methods.
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Meeting of the European Conference on Educational Research (Edinburgh, Scotland, September 20-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; Elementary Education; Foreign Countries; *Group Activities; Higher Education; Interpersonal Competence; Preservice Teacher Education; Student Teacher Attitudes; Student Teachers; Teaching Methods; Teamwork
IDENTIFIERS- Netherlands; Student Engagement

This study described the effects of a course on cooperative learning (CL) for student teachers. The course was conducted at two teacher education colleges in The Netherlands. Data collection included observation of the desired CL teaching behaviors and elementary students' engagement rates during cooperative activities; surveys of preservice teachers' attitudes toward CL; surveys of elementary students' attitudes toward CL; and surveys of preservice teachers' reactions to the course on CL. Results found a significant treatment effect for four of the five basic elements considered essential for lesson activities to be cooperative: positive interdependence, face-to-face interaction, social skills, and group processing. The course had a positive effect on the engagement of elementary students taught by preservice teachers in the treatment condition. Most preservice teachers believed in CL to achieve both academic and social goals, and they showed a readiness to use CL methods in future lessons. Elementary students taught by treatment group preservice teachers also showed positive attitudes toward working in groups and rated the benefits of working in groups rather than working alone quite positively. (Contains 24 references.) (SM)

ED 450 084 SP 039 758

Henson, Robin K.
Relationships between Preservice Teachers' Self-Efficacy, Task Analysis, and Classroom Management Beliefs.
PUB DATE- 01
NOTE- 42p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Higher Education; *Locus of Control; Preservice Teacher Education; *Self Efficacy; Student Behavior; *Student Teacher Attitudes; Student Teachers; *Task Analysis

This study examined the multivariate relationships between teacher efficacy and task analysis variables as predictors of classroom beliefs about control, focusing on these relationships in preservice teachers. Preservice teachers from a required educational psychology course volunteered to participate in the study. They completed three instruments: the revised Teacher Efficacy Scale, a short form of the Attitudes and Beliefs on Classroom Control Inventory, and the Means-End Teaching Task Analysis. Data analysis indicated that more

Private Financial Support; *Proposal Writing; Teachers

This step-by-step primer helps teachers develop effective grantseeking methods that will enable them to secure funds. It shows teachers how to select the right funding sources, organize proposal ideas, write a convincing and well-prepared proposal, identify who will evaluate the proposal and the scoring system they will use, and efficiently implement the proposal when grant funds are won. The 15 chapters focus on: (1) "Demystifying the Grants Process"; (2) "Getting Ready to Seek Grants Support"; (3) "Formulating a Grants Advisory Group"; (4) "Creating a Compelling Needs Statement"; (5) "Generating Proposal Ideas"; (6) "Understanding the Grants Marketplace"; (7) "Researching Potential Funders"; (8) "Contacting the Grantor Before You Write the Proposal"; (9) "Developing Project Objectives"; (10) "Building a Project Planner"; (11) "Writing Government Grant Proposals"; (12) "Improving and Submitting Your Federal Grant Application"; (13) "Writing Foundation and Corporate Proposals"; (14) "Improving and Submitting Your Foundation/Corporate Proposal"; and (15) "Dealing with the Decision and Building Your Grantseeking Base." (SM)

ED 450 104 SP 039 779

Phillips, David, Ed.
Education in Germany since Unification. Oxford Studies in Comparative Education.
PUB DATE- 00
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Catholic Schools; *Educational Change; Educational Research; *Elementary Secondary Education; Foreign Countries; *Higher Education; Language Teachers; *Preservice Teacher Education; Religious Education; Teacher Attitudes; Vocational Education
IDENTIFIERS- *German Reunification; *Germany

This collection of papers discusses issues related to education in Germany since its unification. The papers include: "The Legacy of Unification" (David Phillips); "Change and Continuity in Education After the 'Wende'" (E. J. Neather); "A Study of Teachers' Perceptions in Brandenburg 'Gesamtschulen'" (Stephanie Wilde); "Memory and Judgement: How East German Schools and Teachers Have Been Regarded in the Post-Unification Decade" (Bernhard Thomas Streitwieser); "Retraining Language Teachers in Mecklenburg-West Pomerania, 1992-96: Experiences of a British Instructor" (Karen Galtress-Horl); "The Transformation of Higher Education and Research in Eastern Germany: A Review 10 Years After the 'Wende'" (Nina Arnhold); "The 'Wissenschaftsrat' and the Investigation of Teacher Education in the Former German Democratic Republic, 1991: A Personal Account" (David Phillips); "Vocational Education and Training in Eastern Germany: Some Reasons and Explanations for Current Problems" (Hubert Ertl); and "Christian Schools and Religious Education in the New 'Bundeslander'" (Rosiland M.O. Pritchard). (Papers contain references.) (SM)

ED 450 105 SP 039 780

Fleming, Douglas S.
The AEL Guide to Action Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

instruction and planning for instruction); (4) "Student Recordkeeping" (communicating with students, classroom records and telephone log, student contact, and student assessment of the course and homework); (5) "Classroom Management and Discipline" (classroom environment and classroom management); (6) "Working with Colleagues, Substitutes, and Paraprofessionals" (mentor teachers, veteran teachers, substitute teachers, and communication with staff); (7) "Communicating with Parents" (parent contact, planning for the open house, communicating with Mom and Dad, and Mom and Dad come to school); and (8) "Finding Balance: Loneliness at the Chalkboard" (e.g., school politics, department politics, parent issues, student politics, evaluation, professional organizations, and professional development growth plan). Two resources list professional organizations and subject-specific organizations. (SM)

ED 450 125 TM 032 250

Anchorage School District Profile of Performance, 1999-2000. Part 1 District Overview. Assessment and Evaluation Report.
PUB DATE- 00
NOTE- 700p.; For the 1997-1998 profile, see ED 427 086. Parts 2 and 3 are not available from ERIC.
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; College Entrance Examinations; Demography; Elementary Secondary Education; *Ethnicity; *Outcomes of Education; Parent Attitudes; Parents; Profiles; Satisfaction; *School Districts; Standardized Tests; Student Attitudes; Student Characteristics; Students; Surveys; Tables (Data); Teachers; Test Results
IDENTIFIERS- *Anchorage School District AK

This profile is the report card of the Anchorage, Alaska, School District on the academic achievement of Anchorage students. Part 1 provides a summary of performance across the entire district on a variety of important indicators of success. Part 2, published separately, profiles each of the district's schools. Part 1 contains an overview of the district, focusing on critical achievement indicators, examination of the district-wide performance of students by ethnic and income group, and the satisfaction of students, parents, and staff with the schools and their programs. The focus is on the regular education program, and measures of the success of special education students are not included. District and school budgets and expenditures are given only as information items. The Anchorage School District is one of the largest school districts in the United States in terms of enrollment, and it is characterized by high student mobility and low family income which makes 3 of 10 of the district's students eligible for subsidized lunches. The outcome measures reviewed include norm-referenced basic skills achievement tests (the California Achievement Tests, 1995 edition), locally developed tests, locally developed writing assessments, and the ACT and SAT results for graduating seniors who elected to take these college entrance examinations. The overall Anchorage percentile score for 1999-2000 on the norm-referenced tests was the 64th percentile, reflecting the consistent high level of performance of the school district's students. American Native, Hispanic, and Black students generally did not do as well as Whites and Asian Americans. In general, parent, student, and staff survey responses were positive toward the school district and an example of best practice describing what the successful implementation of the recommendation might look like. The five components are: (1) rigorous academic content and performance standards; (2) assessment and accountability; (3) curriculum and instruction; (4) professional development; and (5) district-level leadership and support. Although schools and districts may start renewal efforts with particular components, no single component will ensure student achievement. (SLD)

ED 450 146 TM 032 336

Altman, Daniel R.
Linear and Quadratic Rules: What Are They and When Are They Used?
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Multivariate Analysis
IDENTIFIERS- *Descriptive Discriminant Analysis; Linear Models; *Predictive Discriminant Analysis; Quadratic Equations

Discriminant analysis is a multivariate method of analysis with two purposes: (1) to describe differences among groups; or (2) to classify participants into groups. Either linear or quadratic rules can be used in both descriptive discriminant analysis (DDA) and predictive discriminant analysis (PDA). In both DDA and PDA the researcher wants to use the rules that are the most accurate and the most replicable, but these two considerations often offer competing perspectives about which rule is optimal in a given analysis. The linear rule is used when group covariance matrices are pooled. The linear rule has greater external generalizability because fewer parameters are estimated. The quadratic rule is used when separate group covariance matrices are used. These covariance matrices do not need to be as homogenous. However, the quadratic rule's external generalizability is not as accurate. It is important to use the correct rule in both PDA and DDA. (Contains 10 references.) (Author/SLD)

ED 450 147 TM 032 337

Kimbell, Anne-Marie
The Basic Concepts of the General Linear Model (GLM): Canonical Correlation Analysis (CCA) as a GLM.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; *Multivariate Analysis
IDENTIFIERS- *General Linear Model

This paper illustrates how canonical correlation analysis can be used to implement all the parametric tests that canonical methods subsume as special cases. The point is heuristic: all analyses are correlational, apply weights to measured variables to create synthetic variables, and require the interpretation

in Education; Continuing Education Units; Educational Environment; Elementary Secondary Education; Inclusive Schools; Partnerships in Education; School Community Relationship; Special Needs Students; *Student Behavior; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Barriers to Participation; *Student Engagement

This continuing education document enhances classroom teachers' capacity to address problems and foster social, emotional, intellectual, and behavioral development. Module 1 presents the context for understanding the problems schools face, noting why every school must develop an enabling component to address barriers to learning. It discusses: the need for a comprehensive, multifaceted, and integrated approach to addressing barriers to learning and promoting healthy development; a framework for an enabling component; enhancing regular classroom strategies to enable learning for all; and emphasizing mutual support, caring, and a sense of community. Module 2 examines the basics of classroom-focused enabling, describing how teachers can: transform the larger class by developing small learning groups and independent learning options to enhance student engagement; facilitate positive learning; prevent problems; and provide special assistance. The practices discussed engender well-managed classrooms and accomplish this in ways that minimize the overreliance on social control strategies. Module 3 explores the role teachers can take in ensuring their schools provide a context that supports and enhances classroom learning, discussing the need for a schoolwide enabling component, school-community *partnerships, and better attention from the Board of Education* to addressing barriers to learning. (Modules contain references.) (SM)

ED 450 169 UD 033 988

Organization Facilitators: A Change Agent for Systemic School and Community Changes. A Center Report.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 01
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Educational Change; *Educational Innovation; Elementary Secondary Education; Mentors
IDENTIFIERS- Detroit Public Schools MI; *Facilitators; Los Angeles Unified School District CA

This report discusses use of organizational facilitators as agents for school change. Substantive change requires guidance and support from professionals with mastery level competence for creating a climate for change, facilitating change processes, and establishing an institutional culture where key stakeholders continue to learn and evolve. The organization facilitator is intended to provide expertise necessary to help schools implement and institutionalize substantially new approaches. Organizational facilitators are one of several temporary mechanisms created to facilitate and guide systemic change, including: the site-based steering mechanism; the site-based change team; and mentors and coaches. The organization facilitator's core functions require a person whose background has prepared him or her to understand the specific systemic

Community Relationship; Underemployment; Violence; Wages; Youth Programs

This publication summarizes challenges and emerging issues that cities face as they respond to the needs of children and families. Data come from in-depth interviews with officials from 28 cities that participate in the National League of Cities' Municipalities in Transition Project, a high-level research effort drawing on information and experiences from a diverse group of cities nationwide. Interviews focused on: critical issues and challenges related to young people and their families; underlying factors that brought these issues to the fore; how the city is responding; what is working; what is making work harder; and in what areas the city would do more if it had appropriate knowledge and resources. Key findings include: cities are redefining their relationships with schools to help address concerns about school improvement and academic achievement; city leaders are worried about violence by and against youth, and they see greater investment in positive youth development as an important way to reduce violence; the effects of underemployment and lagging wages experienced by low-skilled workers in the new economy are intensifying problems facing children and families; and most cities are highly involved in collaborative strategies to address child and family issues. (SM)

ED 450 188 UD 034 009

Bennett, Dorothy; Brunner, Cornelia; Honey, Margaret
Gender and Technology: Designing for Diversity.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Diversity (Student); *Educational Technology; Elementary Secondary Education; *Females; *Gender Issues; Sex Stereotypes; Socioeconomic Influences
IDENTIFIERS- Psychosocial Factors

The Center for Children and Technology is investigating issues of gender and diversity in how students, particularly girls, engage with technology. It studies how people construct meaning in relation to different technological environments, examining social and cultural barriers affecting people's engagement with technology. It also investigates technological environments that engage diverse learners. It finds that the gender problem is highly overdetermined, particularly regarding technology. It is important to engage both boys and girls with technology, incorporating multiple perspectives and varying themes. In education, this means identifying alternative pathways that invite students to engage in different kinds of relationships to technology. One telementoring program links high school girls to female professionals in science and technology fields for ongoing advice and support. This program includes facilitated group discussions with online scenarios in which participants respond to hypothetical situations relevant to their own lives. Researchers must use a constructivist approach to understanding, with diverse learners invited into flexible technological environments that do not restrict parameters for engagement to predetermined sets of metaphors, images, storylines, or pathways. (SM)

ED 450 189 UD 034 010

attend school full time and nontraditional students to attend on a part time basis. Results revealed that traditional students have had more experience and instruction concerning electronic catalogs than their nontraditional counterparts, and they were also more likely to use text-only/Telnet versions of a library catalog in the past. Both groups frequently use the Internet, and the automated catalog is accessed the most within the confines of the library building. Each group found both display screens easy to read and comprehend; however, an overwhelming majority favored the graphical/Web-based version of the online library catalog. Traditional students were equally divided as to their willingness to take a formal class on automated library catalogs, and nontraditional students tend to favor this type of introduction to accessing and using library resources. An appendix contains the display questionnaire and display questionnaire coding sheet. (Contains 10 references.) (AEF)

ED 449 817 IR 058 061

Meyers, Michele M.
A Content Analysis of U.S. Botanical and Horticultural Library Web Sites.
PUB DATE- 00
NOTE- 94p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Access to Information; Archives; *Botany; Horticulture; Information Services; Information Sources; *Library Collections; Library Services; *World Wide Web

The purpose of this study was to provide an introductory analysis of the content of the Web sites of botanical and horticultural libraries in the United States to determine what types of resources and information is included, whether or not information is organized and accessible, and to what extent botanical and horticultural libraries are using the Web to exhibit rare book collections. The population for this study included libraries with membership in the Council on Botanical and Horticultural Libraries as well as libraries listed in "The Directory of Special Libraries and Information Centers" whose primary subject scope covered botany, horticulture and related subjects. Thirty-seven Web sites were evaluated, and data were collected assessing background information, authority/currency/accuracy, features to promote indexing by search engines, navigation/functionality, organization/format, access for different browsers/systems, access for different user groups, basic library information, and additional features. Comparisons were made based on parent organization type, collection size and number of pages in each site. Results showed that most sites provided information on collections, hours, contacting the library, and services and policies, but less than half included link lists or mission statements. Service information and additional features present varied by library type. Lose frequencies in most of the design categories indicated that many of the libraries were not following design recommendations for organization and accessibility. The inclusion of rare book exhibits by eight of twenty-two libraries mentioning a rare book collection suggests that United States botanical and horticultural libraries have only begun to use the Web for this purpose. Appendices include the data collection instrument, frequency tables, library Web sites evaluated, and library type categorizations. (Contains 32 references.) (AEF)

Colleges, Issue 112. The Jossey-Bass Higher and Adult Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 117p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; College Environment; College Faculty; *Community Colleges; *Diversity (Student); Educational Technology; *Minority Groups; Multicultural Education; Nontraditional Students; Outcomes of Education; *School Holding Power; Two Year Colleges

This edition of New Directions for Community Colleges offers community college educators alternative models, approaches, and perspectives to consider in working with ethnic minority students. The volume addresses issues of assessment, career and educational goals, learning enhancement, success courses, mentoring programs, campus climate, educational technology, and the integration of nonminority instructors into the minority environment. This issue contains the following articles: "Assessing Minority Student Performance" (Romero Jalomo, Jr.); "Community College Students' Career and Educational Goals" (Frankie Santos Laanan); "Motivating and Maximizing Learning in Minority Classrooms" (Irene M. Sanchez); "Using Success Courses for Promoting Persistence and Completion" (Martina Stovall); "Increasing Retention and Success through Mentoring" (Linda K. Stromei); "Creating a Campus Climate in Which Diversity Is Truly Valued" (Evelyn Clements); "Using Technology To Facilitate Learning for Minority Students" (Nilda Palma-Rivas); "Integrating Nonminority Instructors into the Minority Environment" (Barbara K. Townsend); and "Sources and Information Regarding Effective Retention Strategies for Students of Color" (Eboni M. Zamani). (KS)

ED 449 838 JC 010 152

Dodge, Lucy
Maintaining Large and Small Corporate Websites: San Jose City College's Website Administration Program.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Business Education; *College Curriculum; College Programs; *Community Colleges; Computer Oriented Programs; *Employment Opportunities; Information Technology; *Internet; Technology Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *San Jose City College CA

The report describes San Jose College's (California) two Web site management and design programs, and provides employment information and job market analysis for the field. The College's Web Site Administration and Web Application Solutions programs offer classes designed to give students the necessary skills in administering a Web site and in creating applications for the Web to compete in a rapidly changing job market. These two technical degrees include classes that cover the programming and networking skills necessary to implement interactive, dynamic technologies supported on many corporate Web sites. Upon successful completion of the Web Site example, in the area of curriculum and instruction, the institution needs to have clearly defined processes for establishing and evaluating all of its educational programs. The institution should also define and publish for each program the program's educational objectives for students. This report also provides guidelines indicating Commission expectation for colleges preparing for an eligibility review. For educational objectives, documentation such as catalog statements, which establish educational objectives for programs, outcomes data from educational program reviews and or graduation history, can be used for eligibility applications. (JA)

ED 449 858   JC 010 175

Report on Staffing and Salaries, Fall 1996.
PUB DATE- 97
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Community Colleges; Compensation (Remuneration); Employees; Faculty Workload; *Salaries; *School Demography; *School Personnel; *School Statistics; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This is the sixteenth in a series of annual reports providing demographic, employment, workload, and compensation information on California community college employees. The report period is the fall 1996 term, and covers all community college employees supported by state and district general funds, including categorical programs. Not included are employees supported by non-public funds (such as contract and community service education), and employees hired during the summer session. Information is presented for seven categories of employees: (1) full-time faculty; (2) part-time faculty; (3) professional--non-teaching; (4) academic administrators; (5) classified administrators; (6) classified other; and (7) casual. The report is divided into eight sections. Section 1 presents: (1) district and college level information on the number and full-time equivalency of employees broken out by primary occupational activity and employment category; (2) regular and overload weekly faculty contact hours (WFCH) taught; and (3) four year summary of the number and average annual salary paid to full time faculty. The seven remaining sections each cover an employee category and present district level information on age, gender-race/ethnicity, employment classification, employment status, annual contract duration, WFCH workload, and compensation. This report is designed to provide reference information and contains little analysis. Contains 51 tables. (PGS)

ED 449 859   JC 010 177

Pathfinder Project: Five-Year Strategic Plan.
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; College Planning; *Community Colleges; Educational Trends; Long Range Planning; *Needs Assessment; *Organizational Objectives; *Self Evaluation (Groups); *Strategic Planning; Systems Analysis; Two Year

travel and commuting; and (8) special events. Each chapter is organized by age range, starting with activities for the youngest children. Each activity includes suggested ages for the activity, special skills or interests involved, a list of necessary materials and preparation time, a messiness quotient, "the sibling factor" describing ways to involve older siblings, activity instructions, variations, and relevant safety information. (KB)

ED 449 879 PS 028 639

Cameron, Claire; Moss, Peter; Owen, Charlie
Men in the Nursery: Gender and Caring Work.
PUB DATE- 99
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Caregiver Child Relationship; Change Strategies; *Child Abuse; *Child Care Occupations; *Child Caregivers; Child Safety; Comparative Analysis; *Day Care; Early Childhood Education; Foreign Countries; Gender Issues; *Males; Personnel Management; Sex Bias; Sex Differences; Sex Discrimination; Sex Fairness
IDENTIFIERS- England; Parent Caregiver Relationship; Sex Equity; Sex Ratio

Noting that men make up less than 1 percent of childcare workers, this book details a study of gender in the workforce, exploring the experience of male childcare workers in England. Chapter 1 presents the stories of six men and women in childcare centers of various kinds and outlines the relationship between mothering, fathering, the self and work, and the purpose and ethos of childcare institutions. Chapter 2 gives a brief account of early childhood services and the early childhood workforce in Britain, outlining the current policy context, and detailing the methods used for this interview study to describe and analyze the characteristics of day care staff. Chapter 3 draws on the experiences of the informants to document how and why men and women become workers in childcare institutions. Chapter 4 examines the working environment, including job conditions, exclusionary practices by staff, tensions between gender difference and individuality, and the issue of role models. Chapter 5 analyzes the interaction of the institution with the outside world through staff practice and relations with parents. Chapter 6 examines the views of mothers and fathers. Chapter 7 contrasts the British and North American debate regarding a link between men workers and potential child sexual abuse and the experience in Scandinavia. Chapter 8 revisits the four central themes of the book: caring work as mothering work, incorporation of self and gender identities, gender visibility and reflexive institutions, and gender equality and resistance to men. The book concludes by considering the case for changing the gender composition of the childcare workforce. (Contains 159 references.) (KB)

ED 449 880 PS 028 859

Graham, Stedman
Teens Can Make It Happen: Nine Steps to Success.
PUB DATE- 00
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

organizational arrangements of preschool education in a number of developed and developing countries, focusing primarily on OECD (Organisation for Economic Co-Operation and Development) countries. The monograph also demonstrates the short- and long-term effects of early childhood education programs for the psychological development and future learning of children, particularly those from disadvantaged backgrounds. The monograph is presented in seven chapters: (1) "Early Childhood Education: A Short History"; (2) "Use of Child-Care Settings: The Challenge and Policy"; (3) "Expectations for Education: What Should Children Experience?"; (4) "Impact of Early Education: School Performance and Productivity"; (5) "Early Childhood Education Curriculum Models: Does Every Programme Work?"; (6) "An Effective Curriculum Model: Selection and Use"; and (7) "Policy Recommendations: Contributions from Early Childhood Development." The monograph asserts that ensuring that existing programs are of high quality should be the first priority for policy planners and that the most important component to create high quality preschool programs is to adopt a model curriculum program that can be easily adapted to various settings. (Contains 45 references.) (KB)

ED 449 899 PS 029 193

Nikoltsos, Catherine
Researching Children's Art: Systematic Observations of the Artistic Skills of Young Children.
PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Art Education; *Childrens Art; *Observation; Qualitative Research; *Research Methodology; *Teacher Researchers; Teacher Role; Theories; Young Children

This paper discusses research methods used to examine children's art. The first part of the paper presents information on four theoretical approaches to the examination of children's art and discusses the teacher's role within that approach: (1) psychological approach, using art to discover the child's inner conflicts; (2) behavioral psychological approach, using art to examine the child's thinking processes; (3) developmental arts approach, comparing the child's visual expression to what is expected at a particular age level; and (4) artistic/aesthetic view, helping children develop a basic vocabulary for the visual language of expression. The second part of the paper examines the methods used for conducting research on children's art, noting that art and creativity must not be excluded from scientific research. This part describes the observational research into the creative process as carried out by Project Zero at Harvard University and provides a rationale for using qualitative research methods. The third part of the paper identifies three observational techniques that can be used by educator-researchers: (1) direct observation; (2) participant observation; and (3) indirect observation. The paper notes the need for an ethnographic, holistic, and natural on-site approach when researching children's art activities. The paper concludes by asserting that better conceptualizations of human thought, feeling, and creativity will likely contribute to more effective visual arts education programs. (Contains 69 references.) (KB)

ED 449 900 PS 029 194

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Abuse; Child Rearing; Gifted; *High Achievement; Parent Attitudes; *Parent Child Relationship; Parent Education; *Parenting Skills; Psychological Needs; Success; Talent
IDENTIFIERS- Encouragement; Historical Background; Parent Needs; Parenting Styles

Pressuring gifted children into achieving parents' own unfulfilled longings for glory and success can cheat children of a normal childhood. This commonsense guide for parents of talented and gifted children offers guidance for establishing healthy boundaries between parents' ambitions and the needs of their talented children and provides clear-cut instructions for helping children balance achievement with happiness. The first part of the book takes a historical look at the relationship between parents and children, and distinguishes between healthy encouragement and joy in children's accomplishments and Achievement by Proxy Distortion (ABPD), a psychological state in which the parent's need for the fame, financial benefits, career advancement, or social recognition and respect gained through the child's accomplishments takes precedence over the needs and goals of the child. This part explores the three stages of ABPD (risky sacrifice, objectification, potential abuse), and concludes with seven guidelines that will help all parents separate their own needs, ambitions, and dreams from those of their children. The second part of the book details a seven-step program for encouraging and protecting high-achieving children: (1) evaluate "talent"; (2) evaluate motives in selecting classes, schools, and camps that cater to high-achieving children; (3) beware of abusive instructors; (4) weigh the cost of the sacrifice; (5) look beyond the talent into the future; (6) beware of the red flags of achievement by proxy distortion; and (7) take a good look at parenting style. (Contains 57 references.) (HTH)

ED 449 918   PS 029 219

Roehlkepartain, Jolene L.; Leffert, Nancy
What Young Children Need To Succeed: Working Together To Build Assets from Birth to Age 11.
PUB DATE- 00
NOTE- 317p.; For Leader's Guide, see PS 029 220. Based on "Starting Out Right: Developmental Assets for Children" by Nancy Leffert, Peter L. Benson, and Jolene L. Roehlkepartain," 1997, Search Institute, Healthy Communities, Healthy Youth Initiative, supported by Lutheran Brotherhood.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activities; Caregiver Child Relationship; Child Rearing; Childhood Needs; *Children; Family Relationship; Interpersonal Competence; *Learning Activities; Parent Child Relationship; Parent Education; Teacher Student Relationship; Values Education
IDENTIFIERS- Adult Child Relationship; Family Activities; Family

Dispersed Locations in Russia and Canada.
PUB DATE- 99
NOTE- 9p.; Paper prepared for the EDEN-Lomonosov Conference (Moscow, Russia, October 3-5, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Class Organization; *Computer Uses in Education; *Distance Education; Educational Strategies; Foreign Countries; Geographic Isolation; Higher Education; *Internet; Physics; *Rural Education; Science Instruction; Secondary Education
IDENTIFIERS- Intranets; Newfoundland; Russia; *Technology Based Instruction

Two models for using information and communication technologies to teach physics to students in remote areas of Canada and Russia are described. In Canada, an intranet electronically links schools in a Newfoundland school district to the Memorial University of Newfoundland. Advanced placement physics is delivered via the Internet. Newfoundland has a high satellite dish rate per capita in a relatively small area, so synchronous, real-time networking is a high priority. In Russia, open distributed learning has been developed between Moscow State University and schools in Russia and other countries of the former Soviet Union. The ultimate aim is to provide access to universities and other academic institutions for more people throughout these countries through the development of a network "teaching auditorium." Russian time-zone differences of up to 9 hours plus unpredictable channel capacity make asynchronous information transfer very important. Educators in both countries have become aware that teachers and students must have compatible hardware and software for online teaching to be effective. The introduction of Internet-delivered physics raised issues of change in teaching and learning, including reduction of professional privacy for teachers; shift in the educational hierarchy with the advent of a new category of teacher; need for appropriate teacher education; keeping students focused in an unsupervised class; preventing students from becoming overwhelmed by access to unlimited information; and synchronizing scheduling at all locations. (TD)

ED 449 936 RC 022 760

Stevens, Ken
A New Model for Teaching in Rural Communities: The Electronic Organisation of Classes as Intranets.
PUB DATE- 98
NOTE- 7p.; Prepared for "Prism: Newfoundland and Labrador Teachers' Association Journal," June 1998.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Class Organization; Computer Uses in Education; *Distance Education; Educational Environment; Elementary Secondary Education; *Futures (of Society); Internet; *School Size; Small Schools; *Teacher Role
IDENTIFIERS- Intranets; *Technology Based Instruction

The application of information and communication technologies to education can extend small schools by linking them to many other institutions and making them, in effect, large schools.

in Grundy County, Iowa. An Ohio school district provided mental health counseling to students and families at school or home. A family planning service was upgraded to provide full-time primary care service at two sites on Oahu (Hawaii). Financial counseling and aid was provided at public health sites throughout western Wisconsin. A new telecommunications network enabled physicians at Maine health centers to update their learning and consult one another. Native American culture was incorporated into mental health therapy addressing high alcoholism and school dropout rates in a New Mexico town. A northeast Oklahoma consortium coordinated and complemented the region's elderly services. Health education programs in schools combated teen pregnancy and a new van transported clients to clinics for prenatal care in two Alabama counties. (TD)

ED 449 953   RC 022 816

Carise, Deni; McLellan, A. Thomas
Increasing Cultural Sensitivity of the Addiction Severity Index (ASI): An Example with Native Americans in North Dakota. Special Report.
SPONS. AGENCY- Pennsylvania Univ., Philadelphia. Veterans Administration Center for Studies of Addiction.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.
PUB DATE- 99
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alcoholism; *American Indians; Chippewa (Tribe); *Cultural Awareness; Cultural Differences; *Drug Addiction; Measures (Individuals); *Mental Health; Sioux (Tribe); *Substance Abuse; Training
IDENTIFIERS- *Native Americans; *North Dakota

The Addiction Severity Index (ASI), used throughout the United States and other countries, is the most widely used assessment tool in the addictions field. It is a semi-structured assessment instrument designed for use with clients for substance abuse treatment. The ASI gathers information in seven important areas of a patient's life: medical, employment/support, drug and alcohol use, legal, family history, family/social relationships, and psychological problems. The ASI not only assesses drug and alcohol abuse, it also screens for problems in other areas, such as mental illness. Interviewer severity ratings indicate a client's unmet need for treatment. The ASI has been shown to be reliable and valid, but this applies only with "majority" populations. When substance abuse treatment directors at the North Dakota State Hospital realized that the cultural differences, background, and religious practices of Native Americans in their state (Chippewa and Sioux) were not being adequately addressed, the ASI, already required for use in North Dakota, was modified to address Native cultural issues. The modified instrument includes questions about spirituality, ceremonial practices and use of hallucinogens, tribal support for recovery, and culturally specific living conditions and lifestyle. Part 1 presents the fifth edition ASI in its original format and describes how it was modified for Native Americans in North Dakota. A clinical/training version, contained in Part 3, has instructions, hints, and space for comments. Part 2 contains the North Dakota State Adaptation for Use With Native Americans, which is similar in format to the clinical/training version, and a revised users guide. (Contains 16 references.)

*Partnerships in Education; *Science Education

The Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) helps teachers by offering a broad assortment of services to enable them to quickly locate educational resources. This theme issue of the serial "ENC Focus" is designed to give educators information on curriculum resources available for teaching math and science in K-12 classrooms. This issue is organized around the theme of partnerships with business and the community. The articles provide examples of partnerships that really help teachers and students, plus ideas for making it happen in the schools. Featured articles include: (1) "The School-Business Partnership: What Can It Offer?" (Carlo Parravano); (2) "Reflections on Partnerships from a Special Education Teacher" (Jack Fink); (3) "Guidelines for Effective Partnerships" (Aleta You); (4) "National Partnerships That Can Benefit You" (Annette Thorson); (5) "Finding Prospective Partners" (J. Patrick White); (6) "The Center for Science, Mathematics, and Technology Education" (Ed Geary and Christine Jones); (7) "SWEPTs Bring Sweeping Changes" (Barbara Rodrigues, Julie Bitnoff, and I-Heng McComb); (8) "Coalitions Advance Educational Equity for Girls" (Denice Aldrich Jobe); (9) "Seeking Ways To Improve Math Achievement? Try the Mall!" (Judi Wilson and Veray Wickham); (10) "The San Diego Science Alliance: High Tech Meets High Interest" (Nancy Taylor and Joy Wochenske); (11) "How a School Partnership Broadened My Horizons" (Lawrence Woolf); (12) "Projects That Work" (Maureen P. Boino); (13) "Thirty Years and Counting" (Douglas Llewellyn and Eugene Wicks); (14) "From Flowers to Computers" (Julia W. Maccarone); (15) "Teens Take a Healthy Interest in Their Communities" (Genevieve Bardwell, Cathy Morton-McSwain, Jill Hyde, John Lewis, Priscah Simoyi, and James Rye); (16) "Local Support Provides Student Challenges" (Ray Del Greco, Bernie Durkin, and Lynn Kistler); (17) "Partnership for Lifelong Learning" (Barbara Pounders, Stephanie Sawyer, and Vicky Loggins); and (18) "Science Summer Camp for Teachers" (Jane C. Crawford). (ASK)

ED 449 974   SE 064 382

Brawner, Catherine E.; Serow, Robert C.
Growing Pains: An Evaluation of the SUCCEED Coalition.
PUB DATE- 98
NOTE- 5p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Change; *Engineering Education; Higher Education; Program Descriptions; *Program Evaluation; Science Education; Total Quality Management

The SUCCEED coalition, one of the NSF Engineering Education Coalitions, was founded on a vision in which all engineering graduates will possess not only highly developed technical skills, but also the attitudes and awareness needed to prosper in the contemporary workplace. This vision manifested itself within SUCCEED by the development of curriculum innovations for undergraduate engineering education. These innovations were introduced on an experimental basis initially at the member campuses with the long term intention of subsequently exporting successful ones beyond the coalition membership. This paper presents findings from a qualitative evaluation of the first five years of operation of the SUCCEED coalition. During this

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *Core Curriculum; Curriculum Development; *Engineering Education; Higher Education; Information Technology; Liberal Arts; Teaching Methods; *Visual Learning
IDENTIFIERS- *Electrical Engineering; Hawthorne Effect

Although in the liberal arts the main concern is comprehensive education, it is generally accepted that an engineering curriculum, while providing the fundamentals, can change continuously to accommodate technological, industrial, and economical interests. Meanwhile, in recent years many new forms of learning have been proposed that are quite different from traditional approach. These include virtual learning, distance learning, international options, and many forms of audio-visual methods and software that are supposed to enhance educational objectives. At the same time, the technological expansion in many areas demands the introduction of new materials and the abandonment of old ones. Nontraditional topics such as optical engineering, laser electronics, market forecasting, image processing, information technology, and human soft-skills are frequently seen in the electrical engineering curricula. While the traditional courses had overlapping continuity, the new topics in electrical engineering have very little mutual relevance. This raises the question whether the traditional courses are an essential background for the electrical engineering graduate or if students should be allowed to chose what may be perceived as essential requirements. At the same time, there are concerns that the introduction of so many new topics in electrical engineering may reduce the contrast with other disciplines and definition of electrical engineering degrees. All this makes it essential to redefine the major required courses that are considered as the foundation for an undergraduate electrical engineering degree. While changes in electrical engineering are being introduced, they raise concerns about the limits beyond which the changes lead to the complete loss of the original objective. This may result in a system that does not function as it was intended and that may not be adequate for what is expected. This paper is intended to discuss the main requirements for a typical electrical engineering curriculum that can absorb changes through a dynamic process while maintaining its integrity. (Author)

ED 449 998 SE 064 574

Clausen, Trond
Project Work as an Integrating and Revenue-Making Tool.
PUB DATE- 98
NOTE- 5p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Cooperative Learning; Educational Change; *Engineering Education; Foreign Countries; Fund Raising; Higher Education; Income; Individual Development; Learning Processes; Motivation; School Business Relationship; *Student Projects
IDENTIFIERS- *Norway

The Engineering College at Hogskolen i Telemark has since 1982 several primary sources and other resources. (BT)

ED 450 019   SO 032 385

O'Connell, Libby Haight; Maxwell, Louise P.; Blake, Kevin
The Missouri River Project: Save Our History TM . Teacher's
  Manual, Grades 4-12.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; Heritage Education;
  *Interdisciplinary Approach; Intermediate Grades; *Physical
  Geography; Secondary Education; Social Studies; *Student
  Research; Teaching Guides; *United States History
IDENTIFIERS- *Lewis and Clark Expedition; *Missouri River;
  National History Standards; Westward Movement (United States)

As the United States approaches the bicentennial of the Meriwether Lewis and William Clark expedition, it is critical to embark on a voyage of recovery to help restore the Missouri River to some of its original prominence and splendor. The mission of the Missouri River Project is to emphasize the role of the Missouri River in the physical development of the North American continent and to explore its impact upon the lives of Native Americans and subsequent settlers. The wide variety of materials and ideas presented in this teacher's manual are designed to help teachers integrate the Missouri River into their curricula, covering mathematics, science, history, and language arts. Activities reinforce skills in chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and historical issues analysis and decision making. Following an introduction, the manual is divided into these grade-level sections: Grades 4-5 (five lessons); Grades 6-8 (three lessons); and Grades 9-12 (three lessons). Cites several primary sources and other resources. (BT)

ED 450 020   SO 032 386

Hovey, Elizabeth; O'Connell, Libby Haight
The Declaration of Independence: Save Our History TM . Teacher's
  Manual, Grades 2-12.
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; Elementary Secondary
  Education; *Heritage Education; *Interdisciplinary Approach;
  Social Studies; Teaching Guides; *United States History
IDENTIFIERS- *Declaration of Independence

The Declaration of Independence today serves as one of the nation's most treasured symbols. The Declaration of Independence represents the moment at which the United States of America was born and embodies the reasons for its birth. This teacher's manual is designed to provide teachers with materials and activities to foster students' understanding of a crucial period in U.S. history. The manual includes lessons in history, civics, language arts, mathematics, and science to help teachers convey the continuities and innovations inherent in the Declaration, and its enduring role in U.S. culture. It

(Craig P. Flood); and "The Mythical African American Male" (Martha R. Bireda). Lists 10 resources on gender equity for males. (BT)

ED 450 042 SO 032 543

Lessons To Use with Census 2000 Results.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Census Figures; Civics; Constitutional Law; *Demography; Maps; Secondary Education; *Social Studies
IDENTIFIERS- *Apportionment (Legislative); Bureau of the Census; *Census 2000

These lessons are based on U.S. Census 2000 results, focusing on changes in the United States during the 1990s. Students construct choropleth (thematic) maps, analyze information from tables and maps, discuss the impact of the Census 2000 apportionment counts on their state and the United States, and calculate population totals. Lessons include teaching suggestions, worksheets, answer keys, data tables, and Web sites. (BT)

ED 450 043 SO 032 549

Barton, Keith C.; Marks, Melissa J.
"I Need To Shut Up and Let Them Talk More": Beginning Teachers Reflect on Children's Understanding of Social Studies.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (80th, San Antonio, TX, November 16-19, 2000). Funded by a Research on Pedagogy Grant from the College of Education, University of Cincinnati.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Elementary Education; *Elementary School Students; Focus Groups; Higher Education; Interviews; Preservice Teacher Education; *Reflective Teaching; *Social Studies; *Teacher Attitudes; Teacher Role
IDENTIFIERS- *Teaching Perspectives; Teaching Research

This study, part of a graduate level social studies methods course at a large midwestern university, investigated beginning teachers' ideas about teaching and learning social studies before and after their participation in a set of open-ended interviews with children in the elementary grades. The interviews were designed to give new teachers direct experience investigating children's explanations of key social studies concepts and to track changes in the teachers' ideas through a set of focus group discussions. Initial discussions indicated that teachers were aware social studies occupied a position of low status (and low incidence) in the elementary curriculum, and that students often had difficulty learning the content of the subject. Teachers attempted to explain this by suggesting that students were developmentally incapable of learning social studies, students had insufficient prior knowledge, or the subject was irrelevant. They had few suggestions for how to overcome these limitations. Focus group discussions after completing interviews with students suggested a shift away from emphasis on shortcomings in student or curriculum, and toward a timely information on arts education. The topic pack includes the following: full-text articles from the Association for Supervision and Curriculum Development's (ASCD) publications which have been carefully chosen and may include articles from "Educational Leadership" magazine, "Education Update," "Curriculum Update," "Curriculum/Technology Quarterly" newsletters, the "Journal of Curriculum and Supervision," and other ASCD print publications; other ASCD resources listed in bibliographic form, including ASCD books, theme issues of "Educational Leadership," magazines and videotapes, professional inquiry kits, and ASCD networks; ERIC resources, which may include selected ERIC documents and digests and information on ERIC and how to order articles from ERIC; a list of journal articles, with abstracts; and Internet resources that ASCD's editors have found most promising. Contains a brief description of ASCD and its programs, products, and services. (BT)

ED 450 065   SO 032 592

Kochanczyk, Judy
Indiana's Best Practices Celebrating Diversity: Many Communities...One Indiana. A Resource Manual of Diversity Programs & Activities. Update 2000.
PUB DATE- 00
NOTE- 589p.; Assistant editors were Lorraine Hitz-Bradley and Martha Kenley.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Involvement; *Community Resources; Creative Thinking; *Cultural Pluralism; Models; Multicultural Education; Program Descriptions; Racial Relations
IDENTIFIERS- *Indiana; Resource Development

This updated resource manual of racial diversity programs and activities should help promote racial reconciliation and understanding among diverse communities. It includes 72 new programs, and six new Indiana communities actually embracing this challenge have been included: Crawfordsville, New Castle, Plainfield, Seymour, Valparaiso, and Wawasee. Three new categories have been added to the resource manual: Indian-American Services and Events, Persons with Disabilities, and Sexual Orientation. 14 new resources have been listed. The updated manual is not inclusive of all activities and resources occurring in Indiana, nor does the Indiana Civil Rights Commission endorse one resource over another, but it is reflective of some of the diversity programs developed and practiced by Hoosiers. The manual is divided into the following sections: "Index by Activity"; "Index by Location"; "Description of Best Practices, 1999 Edition"; and "Description of Best Practices, 2000 Update." Appendixes contain "Dialogue Guides"; "Additional Resources"; and "Supplemental Materials." (BT)

ED 450 066   SO 032 593

Rhedding-Jones, Jeanette
Girls, Subjectivity and Language: From Four to Twelve in a Rural School.
PUB DATE- 94
NOTE- 383p.; Doctor of Philosophy Thesis, La Trobe University,

efficacious student teachers were less interventionist regarding instructional and people classroom management beliefs. Task analysis was unrelated to management beliefs. However, preservice teachers exhibited a clear dichotomy regarding their locus of control for task analysis elements. The task analysis suggested differential locus of control for elements that helped teaching (attributed to the self) and elements that hindered teaching (attributed to external constraints). (Contains 43 references.) (SM)

ED 450 085 SP 039 759

Beller, Caroline; Griffith, Priscilla; Williams, Samella; Orr, Betsy; Hunt, Sharon
Who Will Teach for Arkansas?
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Conference of the Holmes Partnership (5th, Albuquerque, NM, January 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Distance Education; *Diversity (Faculty); *Diversity (Student); Educational Technology; Elementary Secondary Education; Field Experience Programs; Higher Education; Partnerships in Education; Preservice Teacher Education; Public Education; *Student Recruitment
IDENTIFIERS- Phillips County Community College AR; University of Arkansas

This paper describes the Teach for Arkansas program, a partnership which addresses the problem of recruiting student teachers who reflect the state's diverse cultures and who will be successful teaching diverse students. Partners include: the University of Arkansas; Phillips Community College and the Delta public schools; the SBC Foundation; and the Walton Family Foundation. The program recruits students to a teacher education program administered by the University of Arkansas which is delivered via technology at Phillips Community College. A full-time University of Arkansas faculty member was hired from the Delta to work with the program, teach courses, and supervise student teaching. This faculty member's salary is paid by the Walton Family Foundation, as are minority students' tuitions. As part of their internship during the program's fifth year, students teach in Delta schools, which provides faculty development for inservice teachers. The SBC Foundation has provided a grant for fifth year students to attend the Arkansas Reading Association conference in Little Rock so that distance education students have a chance to leave their campus and meet traditional students from the University of Arkansas campus. (SM)

ED 450 086 SP 039 760

Shaver, Kathy; Stallworth, B. Joyce; Wilson, Elizabeth
Interdisciplinary Teaching and Learning at a Professional Development School.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the Holmes Partnership (5th, Albuquerque, NM, January 27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

PUB DATE- 00
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Action Research; *Educational Research; Elementary Secondary Education; Inquiry; Professional Development; Research Methodology; Teacher Improvement; Teacher Researchers

This guide introduces the skills and dispositions necessary to participate in educational action research. It targets teachers, administrators, college faculty, graduate students, state professional organizations, and state administrators. Chapter 1, "Understanding Action Research as a Tool for Professional Growth and Organizational Development," defines action research, discusses why it is important to use reflective inquiry, and lists resources for beginning researchers. Chapter 2, "A Short History of Action Research," provides background on the subject of action research. Chapter 3, "Core Practices in School and Classroom Inquiry," outlines steps found in many action research programs, discussing: the use of tools to frame the inquiry; developing a plan of action for investigation; collecting and analyzing data from multiple sources; analyzing and interpreting data from schools or classrooms; engaging in reflection and introspection; and documenting and reporting results. Chapter 4, "Examples of Action Research," provides examples of educational action research. Chapter 5, "Frequently Asked Questions about Action Research," looks at 11 commonly asked questions about action research (e.g., who conducts action research and how it is carried out). A sample action research proposal is appended. (Contains 16 annotated references.) (SM)

ED 450 106 SP 039 781

Work Smarter, Not Harder: Structured Reflection Protocol. Listening to Student Voices Self-Study Toolkit. Videotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Elementary Secondary Education; *Feedback; Reflective Teaching; *Self Evaluation (Individuals); *Teacher Collaboration; Teacher Improvement; Teachers; Videotape Recordings
IDENTIFIERS- *Reflective Thinking

This 19-minute VHS videotape introduces the structured reflection protocol, a tool designed to help teachers learn by working together and by using student work as a beginning point for their learning together. The videotape shows scenes of the structured reflection protocol being used in diverse school settings (elementary, secondary, rural, urban, and suburban) as a way for teachers to learn with and from one another. Beginning with a question about student learning, teachers study student work for possible answers, reflect openly about their successes and their challenges as teachers, and receive individual programs, with overall satisfaction levels similar to those of the preceding year. (Contains 123 tables.) (SLD)

ED 450 126 TM 032 316

van Krimpen-Stoop, Edith M. L. A.; Meijer, Rob R.
Detection of Person Misfit in Computerized Adaptive Tests with Polytomous Items. Research Report.
SPONS. AGENCY- Law School Admissions Council, Newtown, PA.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Goodness of Fit; Item Response Theory; Scores; Test Items
IDENTIFIERS- *Person Fit Measures; *Polytomous Items

Item scores that do not fit an assumed item response theory model may cause the latent trait value to be estimated inaccurately. For computerized adaptive tests (CAT) with dichotomous items, several person-fit statistics for detecting nonfitting item score patterns have been proposed. Both for paper-and-pencil (P&P) test and CATs, detection of person misfit with polytomous items has hardly been explored. In this simulation study, the theoretical and empirical null distributions of a person-fit statistic for polytomous items are compared for P&P tests and CATs. Results show that the empirical distribution of this statistic was close to the standard normal distribution, for both P&P tests and CATs. Also statistics that are especially designed for a CAT are proposed. In these statistics observed and expected item scales are compared using cumulative sum (CUSUM) procedures. Results show that the critical values of the CUSUM were symmetric around zero and similar across latent trait values. Moreover, the results show that for the CUSUM procedure fixed critical values for all examinees can be used. (Contains 5 tables and 40 references.) (Author/SLD)

ED 450 127 TM 032 317

Fox, Jean-Paul
Stochastic EM for Estimating the Parameters of a Multilevel IRT Model. Research Report.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bayesian Statistics; *Error of Measurement; *Estimation (Mathematics); *Item Response Theory; Test Items
IDENTIFIERS- *EM Algorithm; Gibbs Sampling; Multilevel Analysis; Stochastic Analysis

An item response theory (IRT) model is used as a measurement error model for the dependent variable of a multilevel model where tests or questionnaires consisting of separate items are used to perform a measurement error analysis. The advantage of using latent scores as dependent variables of a multilevel model is that it offers the possibility of modeling response variation and measurement error and separating the influence of item difficulty and ability level. The two-parameter normal ogive model is used for the IRT model. It is shown that the stochastic EM (expectation-maximization) (SEM) algorithm can be used to estimate the parameters that are close to the maximum likelihood estimated. It turns out that this algorithm is easily implemented. This estimation procedure is compared to an of both weights and structure coefficients. Because all analyses are correlational, "r" squared effect sizes can (and should) be reported in all analyses. An appendix contains the command syntax to run illustrative analyses using the Statistical Package for the Social Sciences (SPSS - v9). (Contains 12 tables and 15 references.) (Author/SLD)

ED 450 148 TM 032 338

Cool, Angela L.
A Primer on Regression and Canonical Commonality Analyses: Partitioning Predicted Variance into Constituent Parts.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; Predictor Variables; *Regression (Statistics)
IDENTIFIERS- *Commonality Analysis

Multiple regression analysis is used with considerable frequency by researchers as a means of predicting the impact of predictor variables on a dependent variable. Regression predictors are typically correlated, often intentionally. To better understand the relative contribution of each independent variable in regression (and other) analyses, researchers can partition the squared multiple correlation (R squared) into constituent portions that can be attributed to the independent variables both uniquely and in various combinations with each other. The purpose of this paper is to explain and illustrate the use of this "commonality analysis." A small heuristic data set is used to outline the steps in this approach. An appendix contains R squared results for four predictors of depression from the example. (Contains 4 tables and 27 references.) (Author/SLD)

ED 450 149 TM 032 339

Guthrie, Abbie
Using Bootstrap Methods with Popular Statistical Programs.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; Heuristics; *Statistical Analysis; Statistical Distributions
IDENTIFIERS- AMOS Computer Program; *Bootstrap Methods; Statistical Package for the Social Sciences

Developed by B. Efron (1979) and his colleagues (P. Diaconis and B. Efron, 1983), bootstrap methods have the goal of creating an empirical sampling distribution that can be used to test statistical hypotheses, estimate standard errors, and create confidence intervals. Bootstrapping methods offer a unique and effective method for testing the stability and replicability of results. This paper explains the bootstrap method of exploring replicability internally, including a heuristic example changes to be accomplished and how to work with site stakeholders as they restructure their programs. This report describes how two districts used organizational facilitators to restructure education support programs (the Los Angeles Unified School District, California, and the Detroit Public Schools, Michigan). Three appendixes present: expanding educational reform to address barriers to learning--restructuring student support services and enhancing school community partnership; initial plan for the organization facilitator in phasing reforms; and reasons to restructure student support services. (Contains 36 references.) (SM)

ED 450 170 UD 033 989

Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base. A Center Brief.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Crisis Intervention; Educational Research; Elementary Secondary Education; Emotional Problems; Equal Education; Parent Participation; School Community Relationship; Social Influences; Student Behavior; Student Development; Transitional Programs
IDENTIFIERS- Family Support

This report discusses the importance of and bases for initiatives to enhance students' social, emotional, and behavioral performance as an essential facet of improving academic performance. Research on comprehensive approaches for addressing barriers to learning is still in development. Data from natural experiments underscore societal inequities that can be remedied through public financing for comprehensive programs and services. Formal studies have focused on specific interventions. This literature reports positive outcomes associated with a wide range of interventions. The research base is highlighted by organizing examples into the six areas of concern: (1) enhancing classroom teachers' capacity for addressing problems and for fostering social, emotional, intellectual, and behavioral development; (2) enhancing school capacity to handle transition concerns confronting students and families; (3) responding to, minimizing the impact of, and preventing crisis; (4) enhancing home involvement; (5) outreaching to the community to build linkages and collaborations; and (6) providing special assistance to students and families. (Contains 126 references.) (SM)

ED 450 171 UD 033 990

Nelson, Douglas W.; Vincent, Paul; Goodhand, Judith; Spigner, Carol Wilson; Mattingly, John
The Special Child Welfare Advisory Panel Final Report.
PUB DATE- 00
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Child Health; Child Safety; *Child Welfare; Family Programs; Foster Children; Foster Family;

Acs, Gregory; Loprest, Pamela
The Status of TANF Leavers in the District of Columbia: Final Report.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.
PUB DATE- 01
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Children; Day Care; Early Childhood Education; *Employment; Females; Housing; Wages; *Welfare Recipients
IDENTIFIERS- Case Management; *District of Columbia; *Temporary Assistance for Needy Families; Welfare Reform

This study examines the status of former welfare recipients in the District of Columbia (DC), highlighting families who left Temporary Assistance for Needy Families (TANF) in the last quarter of 1997 and of 1998. Researchers used data from the DC Department of Human Services and interviews with people who left in 1998. Between 1997-99, DC's cash assistance caseload fell by 23.8 percent. Over 60 percent of families who left TANF were working when interviewed. Typical working TANF leavers worked 40 hours per week, earning over $8 per hour. Only 31.7 percent of employed leavers had health insurance through work. Overall, 21.6 percent of all adult leavers and 19.3 percent of their children were uninsured. The most common source of child care for working leavers was school. Friend and relative care was also common. Among jobless leavers, 23.6 percent could not afford child care at some time after leaving. About one in eight considered lack of child care a major reason for joblessness. Only 1 in 20 employed leavers reported receiving help paying child care from the welfare office. Jobless leavers generally relied on public assistance. Most families leaving TANF stayed off. In terms of material hardship, leavers were neither better nor worse off than while on TANF, though absolute levels of hardships remained relatively high. Two appendixes contain survey information and supplemental administrative data on DC TANF leavers. (SM)

ED 450 190 UD 034 011

Guyer, Jocelyn
Maximizing Child Health Coverage Depends on Establishing an Effective System for Reallocating Unspent SCHIP Funds.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Federal Legislation; Federal Programs; Financial Support; *Health Insurance
IDENTIFIERS- *Childrens Health Insurance Program

This paper describes the State Children's Health Insurance Program's (SCHIP's) financing system, examining two alternatives under consideration for changing the system of redistributing unspent SCHIP funds. Section 1 presents background on SCHIP's financing structure (it is a block grant program, each state's share of federal SCHIP funds is established by formula, states must spend some of their own funds in order to secure federal funds, and unused SCHIP funds are reallocated). Section 2 discusses trends in SCHIP

ED 449 818 IR 058 062

German, Aimee Lynn
Science and Information Literacy on the Internet: Using the Standards Created by the Association of College and Research Libraries and Project 2061 To Create a Science Webpage Evaluation Tool.
PUB DATE- 00
NOTE- 56p.; Master's Research Paper, Kent State University. Some pages in appendices contain light type which is not legible.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Evaluation; *Evaluation Criteria; *Evaluation Methods; High Schools; Measurement Techniques; *Science Education; Science Materials; *Scientific and Technical Information; *World Wide Web

The purpose of this study was to determine if a Web site evaluation tool can be developed based on the standards articulated by Association of College and Research Libraries and Project 2061 that could effectively assess science education Web sites. The study took place at Kent Roosevelt High School in ninth grade biology classes. Students were given a lesson on science Web site evaluation, shown an example of a science Web site, and asked to evaluate a science Web site. Two of the classes evaluated a Web site that exemplified information and science literacy, while the other two classes evaluated a Web site that did not. The Alpha (Cronbach) reliability scores indicated that the evaluation tool did provide a moderately accurate measurement of content, authority, and scientific standards. T-test results indicated that the evaluation tool is useful at evaluating the content of a science Web site; however, it is unclear at this time if the evaluation tool was an accurate measure of authority, appearance and navigability, or scientific standards because the results could have been because of chance. Appendices include an example of a Web site that does not support information and science literacy, the science Web site evaluation tool, a printout of "Becky's Science Resource Center" Web pages, and a printout of Web pages from the Genetic Science Learning Center with information and activities dealing with the subject of genes. (Contains 22 references.) (AEF)

ED 449 819 IR 058 063

Garrison, Nan
Designing and Implementing an Effective Web Site: A Case Study and Project for the Choral Music Program at Kent State University.
PUB DATE- 00
NOTE- 119p.; Master of Library and Information Science Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer System Design; Computer Uses in Education; Design Preferences; Higher Education; Information Dissemination; Music Education; Program Descriptions; *Screen Design (Computers); World Wide Web
IDENTIFIERS- Kent State University OH

The existence of the World Wide Web has changed the way businesses and educational institutions, among others, present

Administration program, students will be able to configure and customize different Web servers on various platforms and troubleshoot Web applications and Web server software. Upon successful completion of the Web Application Solutions program, students will be able to use JavaScript with tools such as plug-ins and Java, and identify security holes and common bugs. Community resources have provided input into the development of the curriculum. According to the California Employment Development Department labor market industry trends and outlook for Santa Clara County for 1995-2002, data processing occupations, including computer programming services and the development and production of prepackaged computer software, will continue to record some of the fastest job growth in the country. (JA)

ED 449 839 JC 010 153

Guichard, Gus
Achieving Student Equity: History and Current Status.
PUB DATE- 00
NOTE- 17p.; Presented at Board of Governors of California Community Colleges Committee Meeting on Equity, Diversity, and Human Resources (September 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *College Attendance; *Community Colleges; Educational Research; *Higher Education; *Minority Groups; State Boards of Education; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This report provides a review of the California Community Colleges Board of Governors' policy and system progress in achieving student equity. It explores the regulatory basis for student equity; advances a definition of student equity; considers the Board's historical commitment to student success; identifies available funding sources; and examines the impact of the Board's policy in promoting access and success for all student groups. In September 1992, the Board of Governors adopted a policy on Student Equity for California's community colleges, built on the earlier programmatic approaches, which directed colleges to assure that students from historically underrepresented groups have an equal opportunity for access, success, and transfer. Appended to the regulations adopted by the Board were definitions, or "indicators," for assessing progress in achieving student equity and to assist districts in their plan development. Collectively, the community colleges have demonstrated improvement in the levels of representation of target population groups. The marginal patterns in success rates for African Americans and Hispanics would suggest, however, that there are some community colleges and districts that may have findings which warrant corrective action. (JA)

ED 449 840 JC 010 154

Robinson, Gail
Creating Sustainable Service Learning Programs: Lessons Learned from the Horizons Project, 1997-2000. Project Brief.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Colleges
IDENTIFIERS- *Pellissippi State Technical Community College TN

This 5-year strategic plan (prepared in 1994) from Pellissippi State Technical Community College in Tennessee examines macro environmental factors (including social, government, economic and technological trends); internal and external market share trends and opportunities; micro environmental factors (including organizational structure, financial operations, and mission); and resources needed to close gaps between current and desired levels of excellence for programs, services and administrative units. Strengths, weaknesses, opportunities, and threats that may affect the evolution of the college are listed. Strategic goals (and related priorities, needs, and action plans) were organized around eight critical systems: (1) curriculum development; (2) teaching and learning; (3) student support and growth; (4) organizational development; (5) community integration; (6) human resources management; (7) physical resources management; and (8) financial resources management. The goals and needs identified in this strategic plan are to be integrated into a continuing evaluation process, including development of additional benchmarks and time frames as needed to supplement the mission, values, vision, critical systems, goals and needs of the institution. (PGS)

ED 449 860 JC 010 179

Student Enrollments and Completions in the Illinois Community College System: Fiscal Year 2000.
PUB DATE- 01
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *Community Colleges; Degrees (Academic); *Enrollment; *Time to Degree; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Illinois Community College Board

This report provides information about student enrollment in Illinois' community colleges. Comparisons with past enrollments and completions, and summary data for the four previous fiscal years (1996-1999), are also presented. Detailed tables comparing fiscal year 1999 and fiscal year 2000 credit headcount, full-time equivalent (FTE) enrollments, and graduates by college are included. Highlights include: (1) the Illinois community college system recorded a total of just over one million (1,008,027) students in credit and noncredit courses in fiscal year 2000, an increase of 3.7 percent since fiscal year 1999; (2) credit-generating students accounted for about two-thirds (66.3 percent) of the overall fiscal year 2000 headcount; (3) minority (non-white) students accounted for 34.4 percent of the credit students enrolled, over one-half percent (0.7) more than in 1999; (4) baccalaureate/transfer remained the largest credit instructional program area enrolling 34.0 percent of fiscal year 2000 Illinois community college system students; (5) statewide, occupational credit program enrollments accounted for 26.4 percent of all credit students; (6) enrollments in occupational programs increased 2.8 percent from the previous year; and (7) more than 16 percent of the credit-generating students are known to have already earned some type of college certificate or degree. This includes 33,915 who earned a bachelor's degree or higher, which is an increase of 315 over last year. Appendices include Credit Enrollment Date Tables, Noncredit Course Enrollment Data Tables, and Completion Data Tables. (JA)

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Development; *Adolescents; Change Strategies; Decision Making; *High Achievement; *Motivation; *Objectives; Planning; Self Efficacy; *Success
IDENTIFIERS- *Self Awareness

Noting that during the teenage years, adolescents may be faced with life-changing decisions and challenges, this book guides adolescent readers to a better understanding of themselves, their strengths, and their desires, while helping them to devise and achieve plans for realizing their visions. The book bridges the gap between education and the real world, and provides teens with the means to boost self-esteem, avoid peer pressure, and handle daily stresses that come with being a young adult. The book's first chapter explores the success process, outlining the nine steps to success and emphasizing the importance of believing in possibilities. The remaining chapters each correspond to one of the nine steps as follows: (1) "Check Your ID," on the role of self-knowledge and self-understanding in overcoming obstacles and thinking positively; (2) "Create Your Vision," on determining what you want to achieve and setting goals to get it; (3) "Develop Your Travel Plan," on planning steps to achieving goals and staying on track; (4) "Master the Rules of the Road," on tools (determination, conscience, willpower, imagination, balance) and rules (be honest, do the work required, maintain a positive attitude, take time to think things through, look at the big picture) for achieving goals; (5) "Step into the Outer Limits," on extending our limits, calculating risk and overcoming fear, and learning from failure and criticism; (6) "Pilot the Seasons of Change," on understanding the process of change and the stages for adapting to change: letting go, sticking to your plans, holding on tight, and blossoming and growing; (7) "Build Your Dream Team," on identifying those who can help you achieve goals, using teamwork to reach goals, building trust, and maintaining and supporting relationships; (8) "Win by a Decision," on shaping your life through your decisions, recognizing good and bad decisions, and taking steps in the Winning-by-a-Decision process; and (9) "Commit to Your Vision," on committing to better your life, keeping and honoring your commitments, and committing to excellence. The book concludes with an epilogue highlighting a school-wide project to improve a Wisconsin community using the Success Process. (HTH)

ED 449 881   PS 029 141

Haven, Terry, Ed.
Measures of Child Well-Being in Utah, 2001. A Pledge to Our Children. Utah KIDS COUNT.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 110p.; For 2000 report, see ED 440 770.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accidents; Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Advocacy; Child Health; Child Welfare; *Children; *Counties; Crime; Day Care; Delinquency; Demography; Dental Health; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Enrollment;

Balter, Lawrence, Ed.
Parenthood in America: An Encyclopedia. Volumes 1 and 2. The American Family.
PUB DATE- 00
NOTE- 745p.; Foreword by Robert B. McCall.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- *Child Development; Child Health; Child Rearing; *Children; Encyclopedias; *Family (Sociological Unit); Historical Interpretation; *Parent Child Relationship; *Parents; Psychology; Sociology
IDENTIFIERS- Historical Influences; Sociology of the Family

Based on the view that insights from psychology, sociology, and medicine can enhance our understanding of the history of the family, this two-volume encyclopedia focuses on psychological aspects of the parent-child relationship, parenthood, and child development. Cultural, social, and historical matters and biological concepts are discussed when relevant. The encyclopedia is designed for use by general readers. Entries are illustrated and accompanied by suggestions for further reading. Sample topics covered in the encyclopedia are: abandonment, adoption, bilingualism, bullies and victims, circumcision, custody conflicts, dual-career families, stay-at-home fathers, foster parents, gay parents, gifted children, home schooling, incarcerated parents, literacy, night terrors, parenting styles, Jean Piaget, Sesame Street, shyness, spacing of children, Benjamin Spock, step families, television and children, twins and multiples, and domestic violence. (KB)

ED 449 901 PS 029 195

Creating High-Quality Preschool: Ideas for Supporting Early Learning Programs. Videotape .
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Educational Finance; Educational Quality; Family Involvement; Family Literacy; *Federal Aid; Inclusive Schools; Parents as Teachers; Partnerships in Education; *Preschool Education; Program Development; State Federal Aid
IDENTIFIERS- Americans with Disabilities Act 1990; Department of Education; *Elementary Secondary Education Act Title I; Even Start; Project Head Start

Recognizing that a quality preschool program is key to children's high achievement, this videotape presents a U.S. Department of Education teleconference on creating high quality preschool programs and federal funding available for such programs. Panelists from the Department include the director of the Early Childhood Institute in the Office of Educational Research and Improvement (OERI), the director of Compensatory Education Programs, the deputy director of Adult Education and Literacy, and the associate director of the Office of Special Education Programs. The 60-minute video begins with the chair of the Education Commission of the States discussing the role of state policymakers in creating quality preschool programs. The video then notes that funds from Title I, the Elementary Secondary Schools Act, can be used for preschool programming. The VIP

Support; Identity Formation

Providing children developmental assets such as family support, a caring neighborhood, positive values, and social skills will help them to grow up healthy, well-adjusted, and strong. This book spells out more than 1,000 practical, creative ways to build 40 key assets in children from birth to 11 years. The book describes developmental assets as grouped into eight categories: (1) support, including positive family communication and a caring neighborhood; (2) empowerment, including service to others and safety; (3) boundaries and expectations, including family boundaries, adult role models, and appropriate expectations for growth; (4) constructive use of time, including creative activities and religious community; (5) commitment to learning, including stimulating activity and homework, and reading for pleasure; (6) positive values, including caring, integrity, and responsibility; (7) social competencies, including planning and decision making, and resistance skills; and (8) positive identity, including personal power and sense of purpose. Each asset is discussed in a chapter, beginning with a general definition, followed by specific definitions for infants, toddlers, preschoolers, and elementary-age children. Activity suggestions are provided for parents, child care providers, educators, health-care professionals, congregational leaders, employers, librarians, community leaders, and children themselves. The book concludes with a 51-item annotated bibliography. (KB)

ED 449 919   PS 029 220

Roehlkepartain, Jolene L.; Leffert, Nancy
What Young Children Need To Succeed: Working Together To Build Assets from Birth to Age 11. A Leader's Guide.
PUB DATE- 00
NOTE- 151p.; For the participants' book, see PS 029 219. Based on "Starting Out Right: Developmental Assets for Children" by Nancy Leffert, Peter L. Benson, and Jolene L. Roehlkepartain," 1997, Search Institute, Healthy Communities, Healthy Youth Initiative, supported by Lutheran Brotherhood.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activities; Caregiver Child Relationship; Child Rearing; Childhood Needs; *Children; Family Relationship; Interpersonal Competence; Leaders Guides; *Learning Activities; Parent Child Relationship; Parent Education; Teacher Student Relationship; Values Education; *Workshops
IDENTIFIERS- Adult Child Relationship; Family Activities; Family Support; Identity Formation

Providing children developmental assets such as family support, a caring neighborhood, positive values, and social skills will help them grow up healthy, well-adjusted, and strong. This leader's guide provides instructions for five workshops that introduce the concept of children's assets and address how to build assets in infants, toddlers, preschoolers, and school-age children. Each workshop outline includes an overview, seven activities with instructions, and ideas for adapting activities. The guide also contains suggested resources and reproducible pages. (KB)

ED 449 920   PS 029 221

Access to Comprehensive School-Based Health Services for Children

It is becoming increasingly difficult to define a school's size in terms of the number of students who attend it in person. The definition of whether a school is large or small will become the extent to which it is networked with other places of teaching and learning. This new type of large school will have open administrative and academic structures that enable it to provide and receive educational material from other places, while a small school will have an administrative and academic structure that is largely closed to educational institutions beyond its own gates. As learning becomes more networked and institutions teach to and from one another, small, flexible, open learning centers will become more appropriate than large schools with high internal administration needs and large bureaucracies. The small rural school could become the model for the future organization of learning centers. The close alignment of school management with classroom management that is typical of small schools and the teaching methods employed in one-teacher schools where a teacher encounters multiple learning needs are more conducive to the flexible learning environments of virtual classrooms. A reassessment of the organizational and pedagogical skills of successful teachers in small schools may provide insights into an educational future based on networked learning centers. (TD)

ED 449 937 RC 022 792

Cajete, Gregory A.
Igniting the Sparkle: An Indigenous Science Education Model.
PUB DATE- 99
NOTE- 233p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; *Cognitive Style; *Cultural Context; Cultural Differences; *Culturally Relevant Education; Educational Change; Elementary Secondary Education; Holistic Approach; *Indigenous Populations; Integrated Curriculum; *Science Curriculum; Science Education; World Views
IDENTIFIERS- American Indian Students; Eurocentrism; *Indigenous Knowledge Systems

This book describes a culturally responsive science curriculum that the author has been teaching for 25 years. The curriculum integrates Native American traditional values, teaching principles, and concepts of nature with those of modern Western science. Every Indigenous culture has an orientation to learning that is metaphorically represented in its art forms, its way of community, its language, and its way of understanding itself in relationship to its natural environment. Native Americans and other Indigenous peoples have historically applied the thought process of creative science within cultural contexts, which are holistic. In most schools, science is taught from a Western cultural perspective that is preoccupied with specifics to the exclusion of contexting within wholes. Thus there is a mismatch between cultural perspectives that results in many young Native Americans and other Indigenous students becoming alienated from science. The learning styles of Native Americans are explained, and an overview of Indigenous science is presented. Later chapters examine science as a cross-cultural discipline, the creative process in science and the Native American learner, and wholism and the general systems theory and how they are mirrored in Native American ritual and myth. Finally, the model presents an approach for synthesizing the appropriate research on Native

(TD)

ED 449 954 RC 022 817

Southern Rural Development Center 1999-2000 Year in Review.
PUB DATE- 00
NOTE- 27p.; Highlighted text and graphics may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Community Services; *Educational Cooperation; *Extension Education; *Human Capital; *Land Grant Universities; Quality of Life; Rural Areas; *Rural Development; Sustainable Development; Welfare Services
IDENTIFIERS- Capacity Building; *Southern Rural Development Center MS; United States (South)

The Southern Rural Development Center (SRDC) at Mississippi State University fosters innovative approaches to sustainable rural development and builds collaborative networks among agencies, institutions, and communities. The center's key goals are to: 1) strengthen and support the capacity of Southern land-grant institutions and their partners to conduct rural development research and outreach education; 2) enhance the economic, environmental, and social well-being of rural communities; 3) strengthen the human capital of the region's rural communities; 4) improve rural Southerners' access to community services; and 5) enhance the capacity of rural communities to carry out their expanded responsibilities in the design, management, and financing of government programs. This report briefly describes the activities the SRDC has undertaken from October 1999 to September 2000: research in which the SRDC has been involved, extension education workshops and conferences the center has sponsored, publications it has produced, and efforts undertaken to support the rural development efforts of southern land-grant faculty. The nature and extent of extramural funding secured by the SRDC in support of its priority goals are outlined. A synopsis of activities carried out by the SRDC in support of the center's five priority goals is presented. Partners, board members, technical advisory committee members, staff, presentations, and conferences and meetings attended are listed. (TD)

ED 449 955 RC 022 818

Brown, Pamela J.; Muske, Glenn
Home-Based Businesses: Implications for the Rural Economy of the South. The Rural South: Preparing for the Challenges of the 21st Century, No. 16.
SPONS. AGENCY- Farm Foundation, Chicago, IL.; Economic Research Service (USDA), Washington, DC.
PUB DATE- 01
NOTE- 12p.; Also sponsored by the TVA Rural Studies Program at the University of Kentucky, and 29 Southern land grant institutions.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Role; Credit (Finance); Economic Development; *Entrepreneurship; *Extension Education; Financial Needs; Human Capital; Internet; Quality of Life; Rural Areas; *Rural Development; *Self Employment; Small Businesses;

time, SUCCEED was engaged in start-up activities and experimentation with various approaches to curricular reform. During the first five years, the coalition's primary goal was to implement, evaluate, and disseminate Curriculum 21, which was not a prescribed sequence of courses but a statement of principles for undergraduate education. Among these principles were the integration of engineering with other subjects, the enhancement of performance skills, the infusion of engineering practice into coursework, the provision of multidisciplinary team experiences, and the incorporation of information and communications technology into the classroom. Along with curriculum reform, SUCCEED was also committed to three other goals: adopting Total Quality Management principles on a coalition-wide basis; increasing retention rates, especially among women and students from underrepresented minority groups; and promoting outreach to secondary schools and community colleges. This paper reflects the findings of an ongoing evaluation of the first through fifth years of the coalition's existence. In it, we show that SUCCEED made substantial, but incomplete progress toward the accomplishment of its goals. Much progress was made toward curriculum reform especially in the areas of increased access to technology, early exposure to engineering, horizontal integration of coursework, vertical integration, and real-world work skills. Questions remain as to whether these successful programs can be institutionalized and exported to other campuses. There is also an ongoing concern about the institutional rewards structure as it relates to participation in educational reform initiatives, particularly at the large, research-oriented institutions in the coalition. This paper should benefit those who are considering forming a similar coalition as well as those who might be called upon to evaluate its success. (Author)

ED 449 975 SE 064 388

Dereshiwsky, Mary I.
"Go Figure": The Surprising Successes of Teaching Statistics Courses via Internet.
PUB DATE- 98
NOTE- 8p.; Paper contributed to the Teaching in the Community Colleges Online Conference, "Online Instruction: Trends and Issues II" (3rd, Kapiolani Community College, April 7-9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; *Distance Education; *Graduate Study; Higher Education; *Internet; *Mathematics Education; *Statistics

This paper chronicles experience in designing graduate-level statistics instruction for delivery via the internet. The paper begins with a summary of course content and specific procedures for instructional interaction via the internet. Special challenges posed by both the course content and the Internet mode of instruction are identified, and strategies for resolving the challenges are provided. Also included are comparisons of internet-based delivery of graduate-level statistics with the more traditional face-to-face mode of instructional interaction. Finally, some extensions, applications, and future directions for Internet-based quantitative instruction are outlined. (ASK)

ED 449 976 SE 064 391

practiced cooperative learning as the model of promoting student learning. It has earlier been shown that the Telemark Model does enhance many important aspects of learning and human growth. However, new demands on higher education in Norway asks for new roles of universities and colleges to make the country competitive also in the future. One of these demands is making revenuers. Revenue-making through traditional research activities is well known. The question has been raised, if even the project model can be used to add to the college incomes. In this connection the integrating effects of the Telemark Model might represent a powerful tool even in generating a cashflow into the system. The study shows that there are differences between the departments, and that project work does integrate knowledge and practice. But even if a large portion of the projects are carried out in cooperation with external partners, the economic impact on the College must be labeled "insignificant" so far. A possible conclusion is that the Telemark Model may represent large and so far almost unused resources for income generation. This can be changed by reducing the ambition of having Main Projects at the traditional "high academic level" and instead, take advantage of the integrating effects of the Model. It is then thinkable that a redefinition or extension of what "high academic level" really means will be necessary to stimulate the revenues to pour into the School. Maybe the ability to integrate many elements into a project report and presentation within a specified time may represent one solution to that problem? (Author)

ED 449 999 SE 064 580

Drinking Water Activities for Students, Teachers, and Parents.
PUB DATE- 99
NOTE- 134p.; Produced by the Environmental Protection Agency, Office of Water.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Drinking Water; Elementary Secondary Education; Environmental Education; *Science Activities; Science Instruction; *Water Pollution; *Water Quality; *Water Resources
IDENTIFIERS- *Environmental Protection Agency

This guide provides teachers with materials, information, and classroom activities to enhance any drinking water curriculum. Students can use the activity sheets to further lessons and stimulate thought. Parents can use the guide to develop science projects that will provoke thought, encourage research, and provide a scientific approach to answering questions. Water tips, facts, myths, and trivia to further awareness of drinking water issues are included. The packet is divided into six sections: a table of contents, activities for grades K-3, activities for grades 4-7, activities for grades 8-12, general information, and science projects. (SAH)

ED 450 000 SE 064 581

Atlas of Science Literacy.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Hewlett Packard Co., Cupertino, CA.; John D. and Catherine T. MacArthur

can be used to serve a variety of grades as either a coherent unit or a source for individual lessons and enrichment projects. Following an introduction, the manual is divided into these grade-level sections: Section One: Grades 2-4; Section Two: Grades 5-8; and Section Three: Grades 9-12. Appendices contain primary source materials, maps, biographical data, and related Web sites. (BT)

ED 450 021   SO 032 387

Maxwell, Louise P.; O'Connell, Libby Haight; Rosenberg, Jessica; Haight, Terry
National World War II Memorial: Save Our History TM . Teacher's Manual, Grades 4-12.
PUB DATE- 99
NOTE- 61p.; This teacher's manual is cosponsored by the National World War II Memorial Campaign.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; *Heritage Education; *Interdisciplinary Approach; Intermediate Grades; Secondary Education; Teaching Guides; *United States History; *World War II
IDENTIFIERS- *Memorials

This manual is intended to help teachers promote the study and understanding of World War II and the future National World War II Memorial. The manual contains activities in history, science, mathematics, language arts, and art. For each grade level, the manual includes readings, discussion questions, activities, and portfolio projects that are designed to enrich the current curriculum. The manual is divided into these grade-level sections: Section One: Grades 4-6; Section Two: Grades 7-9; Section Three: Grades 10-12. Contains several primary source reproductions and other resources, a glossary, maps, and suggestions for participating in the National World War II Memorial Campaign. (BT)

ED 450 022   SO 032 425

Masala, Gina B., Comp.; Mugochi, Yvonne P. C., Comp.; Gambiza, Kenneth, Comp.; Mudenge, Kudakwashe, Comp.; Saurombe, Oliver, Comp.; Gambara, Jane, Comp.; Vambe, Debra, Comp.; Gora, Jean, Comp.; Ambrick, Ian, Comp.
"Our Right To Be Heard": Voices from Child Parliamentarians in Zimbabwe.
PUB DATE- 00
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; *Childrens Rights; Citizenship Education; Civil Rights; Developing Nations; Elementary Secondary Education; Foreign Countries; *Personal Narratives
IDENTIFIERS- Childrens Reports; Historical Background; Save the Children Fund; *Zimbabwe

This booklet outlines a vision as to how the Children's Parliament can become a more powerful, representative, and effective forum to advocate for children's rights in Zimbabwe. Written by a group of current and former child parliamentarians, the booklet is meant to provoke comment and reflection, and to prompt a start among policy makers, ministry recognition of the teachers' role in developing students' understanding, particularly through assessing and building on students' background knowledge, focusing on conceptual understanding rather than recall of factual information, and establishing the relevance of the subject. Findings suggest that experiences that directly challenge beginning teachers' assumptions about children's thinking may be an effective way of developing their understanding of teaching and learning in social studies. Contains 26 references. Appendices contain protocols for student interviews and focus group interviews. (Author/BT)

ED 450 044   SO 032 550

Larkin, Julie; Dowling, Seamus
China Unit and Resource Packet. The China Project of the American Forum for Global Education.
PUB DATE- 00
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian Studies; *Beliefs; *Chinese Culture; Foreign Countries; Global Approach; Middle Schools; *Non Western Civilization; Social Studies; *World Views
IDENTIFIERS- *China; Chinese Civilization; *Chinese History; National Social Studies Standards

This unit of study focuses on belief systems from China. It is crucial that students understand there are different ways of viewing the world, all of which may be valid. The 20 lessons in the unit stem from the presumptions that place students in the role of "historian" for the duration of these China studies. The unit is divided into the following sections: "A Note to the Teacher"; "Standards Addressed in This Unit"; "Resources"; "Literacy Connections"; "Historian Tips"; "Essential Questions for Inquiry"; "Document Based Questions"; "Lesson Plans"; and "Resource Packet." The unit contains the following lessons: "Historian Tip 1: What Is a Historian?"; "Historian Tip 2: What We Already Know about China"; "Historian Tip 3: Where Is China?"; "Historian Tip 4: Maps of China"; "Historian Tip 5: The Daily Lives of the Ancient Chinese"; "Historian Tip 6: The Chinese Zodiac"; "Historian Tip 7: Oracle Bones"; "Historian Tip 8: The Chinese Writing System"; "Historian Tip 9: Chinese Paper Making"; "Historian Tip 10: Confucian Sayings"; "Historian Tip 11: Chinese Folktales and Confucius"; "Historian Tip 12: Confucian Relationships"; "Historian Tip 13: The Life of Buddha"; "Historian Tip 14: The Four Noble Truths and the Eight Fold Path"; "Historian Tip 15: Karma"; "Historian Tip 16: The Silk Route"; "Historian Tip 17: Daoism"; "Historian Tip 18: Legalism"; "Historian Tip 19: School Rules in 1315 and Today"; and "Historian Tip 20: Gender Stereotypes, China in the 1300s and the U.S. Today." (BT)

ED 450 045   SO 032 552

Arkin, Linda, Ed.
Spotlight on Confucius: Chinese Classics and Cultural Values. Updated.
PUB DATE- 00
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Bundoora, Victoria, Australia.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Childrens Writing; Discourse Analysis; Elementary Education; Elementary School Students; *Females; Feminist Criticism; Foreign Countries; Gender Issues; Process Approach (Writing); Sex Role; Sexual Identity; Writing Attitudes; Writing Evaluation
IDENTIFIERS- Australia (Victoria)

This dissertation presents the construction and development of a thesis that investigates links between discourses of gender and the production of writing by girls at primary school. The research took place over three years in a one-teacher rural school in country Victoria (Australia). The girls were aged from four to twelve. The research documents patterns in choices that seven girls made regarding their relationships to patriarchy, phallocentrism, feminisms, and each other. These patterns locate the girls as gendered subjects. Their writing is a cultural artifact representing their constructs, critiques, and resistances of locations. This thesis deals theoretically with language and poststructuralisms, including some psychoanalyses. Methodologically, it selects from micro-ethnographic and deconstructive research strategies to develop feminist poststructuralist theories of construction and repression. A research journal documenting spoken language, practices, and bodies serves as an additional representation of the girl-culture. Conversational interviews in the fourth year of the study provide a further dimension to the data, which represents home- and school-based field work. From descriptions, multiple theories of shifting subjectivities are suggested and exemplified. The thesis is thus an exploration of multiple ways to understand data by subjective engagement with it. As such, the focus of the thesis is on writing and discourse production, both its own and that of the girls. The dissertation contains the following chapters: (1) "A Study of Girls at School and An Exploration of Theories"; (2) "Poststructuralist Theories and Possibilities"; (3) "Methodology: Life-Texts, Writings and Deconstructions"; (4) "Post-Scriptions of Data"; and (5) "Endings." Appendices provide documentation. Includes a bibliography. (BB)

ED 450 067 SO 032 597

DeJaeghere, Joan
NGO Partnerships in Education: A Framework of Opportunities and Obstacles.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Conference of the Comparative and International Education Society (San Antonio, TX, March 8-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Involvement; Cross Cultural Studies; *Developing Nations; *Educational Improvement; *Educational Needs; Educational Research; Foreign Countries; International Education; Models; *Nongovernmental Organizations; *Partnerships in Education
IDENTIFIERS- Agency for International Development; Pakistan; UNICEF; World Bank

With the move toward democracy in many countries and the changes of globalization, nongovernmental organizations (NGOs) play a

DESCRIPTORS- *Adolescent Literature; *Civil Rights; *College School Cooperation; Culturally Relevant Education; *Faculty Development; Higher Education; *Interdisciplinary Approach; Language Arts; Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Secondary Education; Social Studies
IDENTIFIERS- University of Alabama

This paper discusses the evolving Professional Development School (PDS) partnership between the University of Alabama and Holt High School by illuminating an interdisciplinary civil rights unit developed by school- and university-based faculty. The study investigated how using young adult literature affected students' perspectives during the unit and examined the impact of young adult literature on preservice teachers' and university/school-based instructors' beliefs and practices. A collaborative team in social studies and language arts selected the novel, "The Watsons Go To Birmingham--1963," for the unit because of its relevance to students. The project used authentic literature to provide focus, create coherence, and enable students to understand the what and why of learning during content area instruction. It also provided increased occasions for preservice teachers to reflect on teaching as a profession. Data collection included: interviews with participants before, during, and after the unit; surveys of participating middle and high school students and student teachers; field notes; and teacher and student artifacts. Results indicated that it was useful to include literature in the content classroom, to use literature that was relevant to students, and to have a collaboration between the school-based and university-based community. (Contains 19 references.) (SM)

ED 450 087 SP 039 761

Peterson, Karen; Bercik, Janet
Frame Theory Analysis of the Cultures of Three Outstanding Teacher Induction Programs.
PUB DATE- 95
NOTE- 40p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 11-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; College School Cooperation; Elementary Secondary Education; Higher Education; *Mentors; *Partnerships in Education; Program Effectiveness

This study comparatively analyzed three exemplary beginning teacher induction programs that involved university-school district collaboration. Researchers sent letters to leading researchers in the field of induction and mentoring requesting nominations of exemplary programs. They made contact with nine of the programs and interviewed program coordinators about program organization and demographics. They looked at program components (e.g., mentoring, orientation for beginning teachers, handbooks, and stipends). They also collected data on excellence criteria (successful implementation factors, program goal attainment, and site specific goals). Data analysis provided information on positive variables seen across three exemplary sites using frame analysis theory. Each of four frames is discussed, highlighting variables in each frame which the data indicate had the most positive impact on the programs: (1) structural frame (formal structure tight/loose, research-feedback from colleagues that both affirms their teaching strengths and stretches them to consider new ideas. The videotape is designed to be used with other materials in the self-study toolkit. (SM)

ED 450 107 SP 039 782

Stop, Look, Listen: Data in a Day. Listening to Student Voices Self-Study Toolkit. Videotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Data Collection; Educational Research; Elementary Secondary Education; Parent Participation; *Self Evaluation (Groups); Student Participation; Student Research; Teacher Researchers; Teachers; Videotape Recordings

This 18-minute VHS videotape introduces Data in a Day (DD), a tool that brings parents, teachers, and students together as researchers to collect and analyze data about their school. It shows scenes of DD being used in diverse school settings (elementary, secondary, dual-language, rural, urban, and suburban) as a way for a broad segment of the school community to learn together about how well the school is achieving its goals. Beginning with a set of questions to explore, students, teachers, and parents observe in classrooms and other settings to collect data, which they analyze and present to the larger school community. DD provides the school with an opportunity to publicly affirm its accomplishments as well as identify areas that need improvement. This videotape is designed to be used with other materials in the self-study toolkit. DD is one of four processes featured in the toolkit. (SM)

ED 450 108 SP 039 783

Parrish, Paige; Keyes, Marian; Cowley, Kimberly S.
Study of Writing Instruction in Kentucky Schools: Evaluation of the Facilitator Training in the School Study of Writing Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Improvement; Elementary Secondary Education; *Needs Assessment; *Portfolios (Background Materials); Program Effectiveness; Program Evaluation; *Writing Instruction; *Writing Skills
IDENTIFIERS- Kentucky Education Reform Act 1990

One mandate of the Kentucky Education Reform Act of 1990 is that students develop a writing portfolio. The Kentucky Department of Education and AEL, Inc., collaborated to help schools discern areas for improvement in their writing programs, then developed a needs assessment process instrument, the School Study of Writing Instruction (SSWI). This report summarizes evaluative data collected from participants in 1999 at sessions implementation of the Gibbs sample in a Bayesian framework. Examples using real data from a Dutch primary school language test are given. (Contains 1 figure, 3 tables, and 39 references.) (Author/SLD)

ED 450 128 TM 032 318

Fox, Jean-Paul; Glas, Cees A. W.
Bayesian Modeling of Measurement Error in Predictor Variables Using Item Response Theory. Research Report.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bayesian Statistics; *Error of Measurement; *Item Response Theory; *Predictor Variables
IDENTIFIERS- Gibbs Sampling; Multilevel Analysis

This paper focuses on handling measurement error in predictor variables using item response theory (IRT). Measurement error is of great important in assessment of theoretical constructs, such as intelligence or the school climate. Measurement error is modeled by treating the predictors as unobserved latent variables and using the normal ogive model to describe the relations between latent variables and their observed indicator variables. The predictor variables can be defined at any level of a hierarchical regression model. The predictor variables are latent but can be measured indirectly by using tests or questionnaires. The observed responses on these itemized instruments are related to the latent predictors by an IRT model. It is shown that the multilevel model with measurement error in the observed predictor variables can be estimated in a Bayesian framework using Gibbs sampling. Handling measurement error via the normal ogive model is compared with alternative approaches using the classical true score model. An example using real data from a mathematics test taken by 3,713 fourth graders is given. (Contains 4 tables, 1 figure, and 45 references.) (Author/SLD)

ED 450 129 TM 032 319

Veldkamp, Bernard P.
Constrained Multidimensional Test Assembly. Research Report.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability; Item Banks; *Test Construction; Test Items
IDENTIFIERS- Constraints; *Mathematical Programming; *Multidimensionality (Tests)

Two mathematical programming approaches are presented for the assembly of ability test from item pools calibrated under a multidimensional item response theory model. Item selection is based on Fisher's Information matrix. Several criteria can be used to optimize this matrix. In this paper, the A-criterion and the D-criterion are applied. In a mathematical programming approach, both criteria provide good results for the two dimensional case. Empirical examples for a two-dimensional mathematics item pool illustrate the methods. Recommendations are provided about when to apply either approach. (Contains 1 table, 2 figures, and 23 references.) (Author/SLD)

ED 450 130 TM 032 320

applying bootstrap methods to a confirmatory factor analysis, using the Statistical Package for the Social Sciences and AMOS. (Contains 1 figure, 5 tables, and 13 references.) (Author/SLD)

ED 450 150   TM 032 340

Marsh, S. Neil
Factor Scores, Structure Coefficients, and Communality Coefficients: It's All One General Linear Model.
PUB DATE- 01
NOTE- 34p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Factor Analysis; Factor Structure; *Junior High School Students; Junior High Schools; *Scores
IDENTIFIERS- *Communality; *General Linear Model

This paper explains the meaning and use of three important factor analytic statistics: factor scores, factor structure coefficients, and communality coefficients. For the discussion, 301 observations of junior high school students 11 measured variables from a previous study are analyzed. While factors provide the researcher with general information, the factor scores are weighted combinations of scores on a series of measured variables. Four methods of calculating factor scores are discussed. These are: (1) the regression method; (2) the Bartlett method (M. Bartlett, 1937), which uses least squares procedures to minimize the sum of squares of the other unique factors over the range of variables; (3) the Anderson-Rubin method (T. Anderson and H. Rubin, 1956), which is similar to the Bartlett method with an added condition requiring that factors scores be orthogonal; and (4) the Thompson method (B. Thompson, 1993). Calculating factor structure coefficients and communality coefficients is described, and what each brings to the analysis is outlined. In the example studied, the interpretable results were 5 extracted factors and 301 factor scores for each of the factors, 55 structure coefficients, and 11 communality coefficients. The combined evaluation of these statistics enables the researcher to formulate interpretations more accurately. An attachment contains the syntax reference for the analysis. (Contains 9 tables and 23 references.) (SLD)

ED 450 151   TM 032 341

Jacobs, Robert
Outliers in Statistical Analysis: Basic Methods of Detection and Accommodation.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Identification; *Statistical Analysis
IDENTIFIERS- *Outliers

Researchers are often faced with the prospect of dealing with observations within a given data set that are unexpected in

Social Services
IDENTIFIERS- New York; *Permanency Planning (Foster Care)

The Special Child Welfare Advisory Panel of the Annie E. Casey Foundation, created by the 1998 Marisol class action suit, has spent two years examining the work of New York City's Administration for Children's Services (ACS). This panel reviewed the operations of ACS, consulting with caseworkers, managers, lawyers and other advocates, birth parents, and foster families. The settlement agreement assigned the Panel the task of determining whether the ACS was acting in good faith in making efforts toward reform in the operational areas of New York City's child welfare system being reviewed. Part 1 presents an introduction to the issue. Part 2 examines changes in New York City's child welfare system over the past several years, incorporating statistical evidence and an examination of policy, system, and practice changes that have actually been implemented by ACS and contract agencies. Part 3 examines changes that are currently being implemented or planned. It is organized around recommendations and benchmarks in the Panel's prior reports. Part 4 identifies activities that would be most effective in producing further broad, lasting improvements in New York City's child welfare system, identifying two themes around which ACS could build its next set of reform efforts and suggesting concrete actions related to those themes. An appendix presents results from a questionnaire concerning front line and supervisory practice. (SM)

ED 450 172 UD 033 991

Johnson, Nicholas
A Hand Up: How State Earned Income Tax Credits Help Working Families Escape Poverty. 2000 Edition.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 00
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Low Income Groups; *Poverty; *Tax Credits; *Taxes; Urban Youth
IDENTIFIERS- *Earned Income Tax Credit; State Taxes; *Working Poor

An Earned Income Tax Credit (EITC) is a tax reduction and a wage supplement for low- and moderate-income working families. The federal government, and some states, administer an EITC through the income tax. States that enact EITCs can reduce child poverty, support welfare-to-work efforts, and cut taxes for families struggling to make ends meet. This report focuses on: (1) "The Problem: Poverty Despite Work"; (2) "Helping Make Work Pay: The Federal Earned Income Tax Credit"; (3) "Why Enact a State Earned Income Tax Credit?" (federal EITC does not lift all working families out of poverty, and state EITCs lift additional families out of poverty, complement welfare reform, and provide needed tax relief); (4) "Designing a State Earned Income Tax Credit" (refundable versus nonrefundable EITCs, setting the size of a state EITC, adjustments for family size, and workers without qualifying children); (5) "Financing a State Earned Income Tax Credit" (estimating the cost of a refundable state EITC and financing state EITCs through the Temporary Assistance for Needy Families Block Grant); and (6) "Enacting a State Earned Income Tax Credit: Case Studies." Two appendixes include the federal EITC parameters and the estimated cost of refundable state EITCs. (SM) expenditures. Section 3 examines proposals to change the reallocation system, highlighting two types of proposals that have emerged in Congress: Bilbray/Chafee and Roth/Commerce. Though both proposals would give states with unspent SCHIP funds more time to use them, the Roth/Commerce proposal is preferable, assuring that some of the unspent funds will be reallocated as current law envisions. If the reallocation process does not go forward, there could be deleterious consequences: states scaling back their child health expansions, limited ability of states that have succeeded in using their full SCHIP allotments to prepare for the coming drop in federal funding, and undermining the basic principle that SCHIP funds should go to states that can and will use them to insure children. (SM)

ED 450 191 UD 034 012

Capodilupo, Christina; Wheelock, Anne
MCAS: Making the Massachusetts Dropout Crisis Worse. MCAS Alert.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Students; Dropout Prevention; *Dropout Rate; Equal Education; High Risk Students; High Schools; High Stakes Tests; Hispanic American Students; Minority Groups; Student Motivation; Urban Schools
IDENTIFIERS- *Massachusetts

Beginning with the class of 2003, all Massachusetts students must pass the state's high stakes test, MCAS, in order to graduate, which may significantly affect Massachusetts' already high dropout rate. According to this MCAS Alert, instead of remedying the problem of students who graduate without skills, this policy threatens to push the most vulnerable students out of school. Higher dropout rates are predictable consequences of high stakes testing. Currently, African American, Hispanic, and urban students are dramatically over-represented among dropouts. Faced with failing MCAS scores, many good students begin to doubt their academic ability and ability to graduate. Research indicates that high stakes testing can actually undermine student motivation. Student interviews suggest that MCAS is as likely to drive them away from school as to motivate them. Despite foreseeable increases in dropout rates, the Massachusetts DOE has not taken any steps to anticipate, monitor, and address the impact of MCAS on dropout problems. The state should immediately: suspend the policy of linking MCAS scores to graduation; renew its commitment to dropout prevention; and begin working with local districts and professional associations to design a multifaceted assessment system to improve learning for all students. Sidebars present the predictable push-out consequences of high stakes testing and Massachusetts districts to watch. (SM)

ED 450 192 UD 034 013

Coulson, Andrew J.
Toward Market Education: Are Vouchers or Tax Credits the Better Path? Policy Analysis No. 392.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

themselves to the public. The Web provides a new means by which institutions can promote programs, disseminate information and act as a link to related Web resources. This study researches the design of Web pages and presents a case study of the development of a Web site for the Choral Music Program at Kent State University (KSU), Ohio. Discussion includes the process of discovering what the information needs are, how to attract students to the program, how to lay out an effective Web page (including the choice of fonts, colors, pictures, backgrounds, et cetera), and the best way to include sound files of pieces performed by different KSU choirs. A survey and evaluation of choral music program Web pages at other colleges and universities contributed to the design process and gave further ideas of items that might be included in the Web page being developed. The survey was followed by a search for and evaluation of music and choral Internet resources that could be included on the reference links page. The successful conclusion of this project was the mounting of a completed Web site for the Choral Music Program. Printouts of the Web site and the Web site code are appended. (Contains 96 references.) (AEF)

ED 449 820   IR 058 064

Yackin, Bethany D.
A Content Analysis of Job Announcements for Overseas Library Positions from January 1999 to May 2000.
PUB DATE- 00
NOTE- 39p.; Master of Library Science Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Employment Experience; Employment Opportunities; *Employment Qualifications; Foreign Countries; *Librarians; Masters Degrees; Media Specialists; *Occupational Information; *Overseas Employment; Work Environment

This study used a content analysis methodology to identify what qualifications employers were looking for in overseas library position announcements in three sources: "American libraries," "College and Research Libraries News," and the International Federation of Library Associations and Institutions (IFLA) Listserv. One hundred and three (103) announcements were analyzed using the following research questions: (1) Is a Master's in Library Science (M.L.S.) required? (2) Is another type of degree required? (3) Is previous library experience required? (4) How many years of library experience are required? (5) Is there a foreign language requirement? (6) In what type of library is the job located? (7) What type of library position is being advertised? (8) What is the salary? (9) Are there benefits? (10) Where is the job located? Some of the findings of the study were: an M.L.S. was asked for in about half of the postings; previous experience was usually required with many positions asking for considerable experience; foreign language abilities were not required or preferred in the majority of listings; academic libraries were the most common type of library; administrative or faculty positions were the most frequently sought type of library position; salary ranges were quite wide with benefits mentioned about one-third of the time; and the United Kingdom, Canada, and the United Arab Emirates were the three countries with the highest number of postings. A list of sources and agencies is compiled in an appendix to aid interested parties in locating a position as an overseas librarian. The coding sheet is also appended. (Contains 27 references.) (AEF)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Development; *Experiential Learning; Program Development; *School Community Programs; *School Community Relationship; *Service Learning; Two Year Colleges

The document discusses a project that sought to create sustainable service learning programs in community colleges. In 1997, the American Association of Community Colleges (AACC) (District of Columbia) began a 3-year grant project to increase the number, quality, and sustainability of service learning programs in community colleges nationwide. Fourteen colleges worked together in AACC's project, Community Colleges Broadening Horizons through Service Learning, to overcome challenges and learn valuable lessons in developing and sustaining academically based service learning programs. These Horizons Colleges used a variety of activities and strategies to ensure institutional and community support for service learning. The strategies fell into 14 categories, which include administration involvement and support; climate; community collaboration; curricular integration; and faculty development and involvement. Involving all levels of the college administration in service learning--from department chairs and deans to vice presidents and presidents--is an important strategy. Many Horizons Colleges discovered the effectiveness of service learner presentations to college governing boards. This strategy works well because students tend to be the most effective promoters of service learning. Effective service learning cannot happen without well-designed community partnerships. Regular agency orientations or training sessions can help community partners understand the difference between service learning and volunteerism. (Contains 18 references.) (JA)

ED 449 841 JC 010 156

Articulation Agreement between the Mississippi Board of Trustees of State Institutions of Higher Learning and the Mississippi State Board for Community and Junior Colleges.
PUB DATE- 00
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College Transfer Students; *Community Colleges; Higher Education; Intercollegiate Cooperation; State Universities; *Transfer Policy; *Transfer Programs; Two Year College Students
IDENTIFIERS- *Mississippi

This articulation agreement contains 158 programs of courses appropriate for community/junior college students who want to transfer to Mississippi's 8 public universities. At the bottom of each program are listed the universities that offer baccalaureate degrees. Each university will accept courses as listed on the particular transfer program without loss of credit toward the conclusion of the 4-year degree. It is intended that this articulation agreement be a minimum program transfer for all students moving from the community/junior college to the university system, as well as moving between universities in the system, acting as a "safety net" for transfer students. It is not intended to replace any individual articulation agreement between a particular community/junior college and a university, which would allow additional courses

ED 449 861 JC 010 180

Pennoyer, Susanne
Benefits and Limitations of Computer Classes in an Older Adult Learning Program.
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Community Colleges; *Computer Uses in Education; *Lifelong Learning; *Program Evaluation; Student Attitudes; *Technology Education; Two Year Colleges

This paper discusses computer classes for older people in Adult Education (AE) programs. To understand both the attraction and shortcomings of the AE computer classes that the author observed, she identifies what she perceives as the program's minimum benefits. She also discusses how the program's conceptualization as "retirement learning" may have resulted in conditions that dissatisfied some students. Over the course of ten weeks, she observed five computer classes at a highly regarded adult education program that was part of a community college and had students complete a questionnaire. The classes seem to provide entry-level education that would be adequate for most personal-use students, while serving as a first step for those who needed better training to enter more advanced, mixed-age computer classes in public or private venues. One-half to a majority of enrolled students attended class regularly. In spite of program limitations, students perceived that the classes offered benefits, such as peer environment, student-centered instruction, and basic orientation to cyberculture. In spite of a generally positive educational environment, there were issues that some students defined as problems, and administrators did not. These issues were significant in that they raised questions about program goals (i.e. rigor versus personal use) and standards of quality. Appended is the student questionnaire. Contains 14 references. (JA)

ED 449 862 JC 010 181

Environmental Scan, 2001.
PUB DATE- 01
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Demography; Economic Climate; *Educational Finance; *Environmental Scanning; Foreign Countries; Futures (of Society); Higher Education; Long Range Planning; *Strategic Planning
IDENTIFIERS- Canada; *Ontario

The 2001 Environmental Scan for the Colleges of Applied Arts and Technology of Ontario is designed to assist colleges in their strategic planning processes. It provides information about economy and labor, postsecondary education and training, student enrollment, finance, Ontario's population, public policy, and human resources. Strong domestic and international demand, a solid United States market for Canadian exports, and excellent resource commodity prices all contributed to a growth in the Canadian economy. For 2000, the business services

Exercise; Family Violence; Health Insurance; Infant Mortality; Infants; Mortality Rate; Obesity; Poverty; Prenatal Care; Preschool Education; Restraints (Vehicle Safety); School Readiness; *Social Indicators; State Surveys; Statistical Surveys; Substance Abuse; Tables (Data); Teacher Student Ratio; *Trend Analysis; Truancy; *Well Being; Youth Problems

IDENTIFIERS- Arrests; Child Mortality; *Indicators; Sexually Transmitted Diseases; *Utah; Vaccination

This KIDS COUNT report details statewide trends in the well-being of Utah's children. The statistical portrait is based on 26 indicators of children's well-being: (1) prenatal care; (2) low birth weight infants; (3) infant mortality; (4) child injury deaths; (5) unintentional injuries; (6) untreated tooth decay; (7) immunization rates; (8) suicide rates; (9) child abuse and neglect; (10) unemployment; (11) poverty; (12) lack of health insurance; (13) child care availability; (14) domestic violence; (15) juvenile and adult adjudication rates; (16) dropouts; (17) pupil/teacher ratios; (18) kindergarten readiness; (19) truancy referrals; (20) teen births; (21) illicit drug use; (22) chlamydia infection rates; (23) tobacco use; (24) overweight youth; (25) physical exercise; and (26) seat belt usage. The report begins with introductory and general population data. Part two of the report provides county and statewide trend data for each of the indicators, organized according to the following five statewide goals: (1) all children safe and happy; (2) all children residing in nurturing and economically secure family environments; (3) all communities safe and supportive; (4) all children succeed in school and are ready to work; and (5) all children choose healthy and safe behaviors. Part three of the report details findings on selected health and safety issues for 61 small areas within the state. Among the findings, positive trends are noted for infant mortality, immunizations, juvenile and adult adjudication, teen smoking, and seatbelt usage. Negative trends are noted for prenatal care, low birthweight babies, and child abuse. (SD)

ED 449 882   PS 029 154

Oklahoma Kids Count Factbook '98.

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.

PUB DATE- 98

NOTE- 173p.; For 1997 Factbook, see ED 418 008. Oklahoma Kids Count Partnership funded by Sarkeys Foundation, Chickasaw Nation, Kirkpatrick Family Fund, Sonic Industries, Stillwater National Bank, Drs. Carol and Roger Sheldon, Presbyterian Health Foundation, Burgess Law Firm, and the F&M Bank & Trust Company.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Accidents; Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Advocacy; Child Health; Child Welfare; *Children; *Counties; Crime; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Enrollment; Infant Mortality; Infants; Mortality Rate; Poverty; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Trend Analysis; *Well Being; Youth Problems

IDENTIFIERS- Arrests; Child Mortality; *Indicators; *Oklahoma

This Kids Count report details county and statewide trends in the well-being of Oklahoma's children. The statistical portrait is based on eight indicators of child well-being: (1) low

Village in Imperial Beach, California, a district-wide program with 32 classes in several buildings on a single campus, is highlighted. The video discusses how the program has shifted from district to state and federal funding, including Title I funds. The program's parent involvement and family literacy efforts are also noted; components of family literacy programs are listed, and ways these can be incorporated into preschool programs to access additional funding such as Even Start are noted. Other federal programs that support family literacy are listed, including Migrant Education and the Reading Excellence Act. Next, how funding from the Office of Special Education Programs can be accessed for programs including children with disabilities is discussed, noting that funding can go farther when regular preschool programs are inclusive. Final discussions touch on funding for campus-based child care centers, how to break down traditional barriers to using funds in different ways, what communities should do to move toward developing quality preschool programs, and what things parents can do to help their children be ready to learn. Throughout, the video shares research resources, grant information, and relevant sites on the World Wide Web. (HTH)

ED 449 902 PS 029 196

Partners for Excellence: Families, Businesses and Communities Working Together for Schools. Satellite Town Meeting #74. Videotape .
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Community Involvement; Elementary Secondary Education; Family Involvement; *Family School Relationship; Mentors; Outreach Programs; *Parent Participation; *Partnerships in Education; Religious Organizations; *School Business Relationship; *School Community Relationship; Student Improvement; Tutoring; Videotape Recordings
IDENTIFIERS- Department of Education; Electronic Town Meetings; Riley (Richard W)

Highlighting the impact of family and community involvement on student achievement, this videotape presents a satellite town meeting hosted by Secretary of Education, Richard Riley. The 60-minute video first notes the consensus in support of education, specifically higher standards, reasonable assessment, well-trained teachers, parent involvement, and a quality educational environment. The guest panelists then respond to a moderator's questions. In addition to Secretary Riley, guests on the panel are: a counselor to Secretary Riley; a representative of the Education Foundation; superintendent of public schools for Newport News, Virginia; executive director of the Frankfort Group Ministry; and the Chattanooga, Tennessee school district parent involvement coordinator, all of whom were also involved in an educational partnership. Questions the guests respond to include: (1) how community involvement improves education; (2) how community-based organizations work with parents; (3) how community-based organizations help school districts work together; (4) how student achievement is affected when community partnerships come into the schools; and (5) how faith communities can be involved. The video then features partnerships at work at an elementary school and at a high

and Youth, 1999.
PUB DATE- 99
NOTE- 16p.; Published three times a year. for previous issues, see ED 432 358.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accreditation (Institutions); *Adolescents; *Child Health; *Children; *Comprehensive School Health Education; Elementary Secondary Education; *Health Insurance; Newsletters; Public Relations; *School Health Services; World Wide Web
IDENTIFIERS- Childrens Health Insurance Program; *School Based Health Clinics; School Based Services

This document is comprised of the three 1999 issues of the newsletter "Access," presenting information on public policy and research of interest to school-based health programs (SBHC) for children and youth. The Winter 1999 issue focuses on how SBHCs can help teachers do their jobs better by allowing them to concentrate their energies on teaching rather than on their students' health concerns, and presents findings of the 1998 state survey of SBHCs. Also included is information on the "Making the Grade" Web site. The Summer 1999 issue describes the development of SBHC state associations and provides contact information, details the growth of an SBHC coalition in Illinois, and provides additional findings from the 1998 state survey of SBHCs. The Fall 1999 issue discusses the current role of SBHCs as enrollers for the State Child Health Insurance Program (CHIP) and their possible role as CHIP providers. This issue also lists Web sites of interest, and provides findings from the 1998 survey of SBHCs regarding school-based health centers. (KB)

ED 449 921 PS 029 223

Brooks, Robert; Goldstein, Sam
Raising Resilient Children: Fostering Strength, Hope, and Optimism in Your Child.
PUB DATE- 01
NOTE- 317p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Child Rearing; Childhood Needs; Children; *Coping; Discipline; Elementary Secondary Education; *Emotional Adjustment; Emotional Development; Family School Relationship; Parent Child Relationship; Parent Education; Personality Development; *Resilience (Personality); Self Esteem

The increased stress, pressure, and demands on children today have caused an alarming increase in childhood depression, health disorders, and antisocial behavior. However, numerous scientific studies of children facing great adversity have shown just how important resilience is for successful growth. This book synthesizes a large body of literature on the concept of resilience, exploring why some children are able to overcome overwhelming obstacles while others become victims of early experiences and environments. The book demonstrates how resilience must be applied to every parenting practice to prepare our children for the challenges of today's world, explains how many parents, despite the best intentions, unwittingly undermine their children's capacity for resilience, and offers effective strategies for identifying and eliminating

American and Indigenous cultural sciences into a form and content that is readily usable by teachers of Native American students. Two appendices present areas for further research and the seven syllabi for the "Science from a Native American Perspective" curriculum. (Contains 187 references.) (TD)

ED 449 938 RC 022 793

Runyan, Jack L.
Profile of Hired Farmworkers, 1998 Annual Averages.
PUB DATE- 00
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Laborers; *Demography; Disadvantaged; Educational Attainment; *Employment Patterns; Employment Statistics; *Farm Labor; *Hispanic Americans; *Income; Labor Supply; Low Income Groups; Migrant Workers; Tables (Data); Undocumented Immigrants
IDENTIFIERS- *Labor Force Analysis

This report draws on data from the 1997 Census of Agriculture and the 1998 Current Population Survey earnings microdata file to present information on the patterns of farm labor use and the demographic and employment characteristics of hired farmworkers in the United States. Approximately 875,000 persons 15 years of age and older did hired farmwork each week as their primary job in 1998. Almost 19 percent were employed part-time, and over a third were not U.S. citizens. An additional 63,000 people did hired farmwork each week as their secondary job. Hired farmworkers were more likely than the typical U.S. wage and salary worker to be male, Hispanic, younger, less educated, never married, and not a U.S. citizen. About 57 percent of hired farmworkers completed less than the 12th grade, compared to 14 percent of all wage and salary workers. The West and South accounted for almost three-fourths of hired farmworkers. The rate of unemployment in the hired farm labor force was more than double that for all wage and salary workers. Hired farmworkers had one of the lowest median weekly earnings and one of the largest percentages of workers with family incomes less than $20,000 in 1998. However, hired farmworkers' real median weekly earnings increased 4 percent between 1990 and 1998, while earnings for all wage and salary workers increased only 2 percent. Two appendices compare demographic and earnings characteristics of hired farmworkers and all wage and salary workers, 1990-98. (Contains 18 references, 19 tables, 25 figures, and a glossary.) (TD)

ED 449 939 RC 022 796

Melton, Ada Pecos; Chino, Michelle; May, Phillip A.; Gossage, J. Phillip
Promising Practices and Strategies To Reduce Alcohol and Substance Abuse among American Indians and Alaska Natives. An OJP Issues & Practices Report.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Justice Programs.
PUB DATE- 00
NOTE- 56p.; Foreword by Attorney General Janet Reno.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132),Reports - Descriptive

Technical Assistance
IDENTIFIERS- *Home Based Employment; Microenterprises; *United States (South)

In the face of changing agriculture, an aging population, and the outflow of citizens seeking livable wages, rural Southern communities are challenged with how to enhance their economies to insure long-term business viability. Home-based businesses are an effective aspect of rural economic development. They allow flexibility and choice of work style while enabling families to remain in their community, and communities benefit by obtaining supplies and services that would otherwise not be available and because home-based businesses generate and spend money locally. However, home-based businesses need community support to make a marked difference in their community's social and economic well-being. Communities can facilitate the development and growth of home-based businesses by providing education and exposure to knowledge and skills that will enhance entrepreneurial ideas; building strong collaborations between state and private agencies and organizations, colleges, vocational-technical schools, and microlenders that are interested in strengthening businesses; increasing home-based business visibility and community involvement; facilitating networking of home-based businesses to other businesses in the community; increasing home-based businesses' access to financing; and developing local entrepreneurial leadership. (Contains 29 references.) (TD)

ED 449 956 RC 022 824

Pilla, Thomas V.
Dealing with Disproportionality in the Juvenile Justice System: The State of Washington's Approach.
SPONS. AGENCY- United States Commission on Civil Rights, Los Angeles, CA. Western Regional Office.
PUB DATE- 97
NOTE- 37p.; With assistance by Gloria Hong.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; American Indians; At Risk Persons; Blacks; Civil Rights; Delinquency; Delinquent Rehabilitation; Demography; Hispanic Americans; *Juvenile Justice; *Law Enforcement; *Minority Groups; Police Education; Racial Discrimination; *Youth Programs
IDENTIFIERS- Adjudicated Youth; African Americans; *Washington

In 1995, a report on the Washington state juvenile justice system found that minority youth were four times more likely than white youth to be sentenced to confinement. This report reviews aspects of disproportionality in Washington's juvenile justice system, summarizes inquiries by the Washington Advisory Committee to the U.S. Commission on Civil Rights, and highlights state and community efforts to address disproportionality. A section on demography and the extent of the problem examines Washington population data overall and for youth aged 10-17 by racial group; evidence of racial disproportionality in anecdotes, arrest rates, detention rates, prosecutor actions, and sentencing patterns; and positive and negative aspects of judicial discretion. Diversion programs--a legally mandated alternative to court for kids--have had some success, but problems include lack of funding, lack of community commitment, and family difficulties that prevent youth from appearing at required hearings. Statewide efforts on disproportionality include improved data collection and

Davis, Mark S.

The Electronic Biology Classroom: Implementation and Student Opinion.

PUB DATE- 98

NOTE- 10p.; Paper contributed to the Teaching in the Community Colleges Online Conference, "Online Instruction: Trends and Issues II" (3rd, Kapiolani Community College, April 7-9, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Biology; *Computer Uses in Education; Distance Education; *Educational Technology; Electronic Mail; Higher Education; Internet; *Multimedia Instruction; Optical Data Disks; Science Instruction; Teaching Methods; Videodisks

IDENTIFIERS- Microsoft PowerPoint; *Web Sites

This paper describes a method for teaching introductory biology using a multimedia approach. This methodology aimed to increase student participation, promote independent learning, and enhance computer literacy. Five multimedia tools were used to teach the course. PowerPoint slide shows were used to present lecture material; videodiscs displayed images and animations in electronic slide shows; and CD-ROMs that accompanied the textbook included interactive animations, still images, quizzes, and test banks. All students were required to obtain an e-mail account for correspondence. A survey in which students responded to several questions evaluating the course is also included. (SAH)

ED 449 977 SE 064 393

Schemmel, John J.

Reinforce Design and Construction Issues with a Comprehensive Laboratory Project.

PUB DATE- 01

NOTE- 14p.; Project funded by the University of Arkansas, Department of Civil Engineering.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cement Industry; *Civil Engineering; *Construction (Process); Course Descriptions; Design; Higher Education; Manufacturing; Science Education; Teaching Methods

IDENTIFIERS- *University of Arkansas

In 1996, a comprehensive project was introduced in the first course of Reinforced Concrete Design, CVEG 4303 at the University of Arkansas. The primary purpose of this project was to highlight issues related to the construction of reinforced concrete elements. This semester-long project involves the design, fabrication, and testing of 8-foot long reinforced concrete beams. Benefits of this project have proven to be many and diverse. Students must rely on knowledge they have gained from prior structures and construction courses and are forced to consider how to get from their own paper designs to an actual constructed element. Analysis and communication skills are refined as students must prepare written and oral presentations. Additional benefits of the project include exposure to project scheduling, preparing purchase and work orders, having to adhere to project specifications, coping with unexpected problems, and working in teams. The paper explains how this project can be introduced into the civil engineering

Foundation, Chicago, IL.; Andrew W. Mellon Foundation, New York, NY.; Pew Charitable Trusts, Philadelphia, PA.; National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 165p.; Published by the American Association for the Advancement of Science, Project 2061.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Benchmarking; Curriculum Development; Elementary Secondary Education; Learning; Mathematics Education; Science Education; *Scientific Literacy; Teaching Methods; Technology Education
IDENTIFIERS- American Assn Advancement Science Academy Conf; National Science Education Standards; *Project 2061 (AAAS)

This document presents a collection of strand maps that show how students' understanding of the ideas and skills that lead to literacy in science, mathematics, and technology might grow over time. The guide discusses strand maps in general and prose directly related to each individual map. The maps are built from benchmarks that were derived from the adult literacy goals of "Science for All Americans." The maps can be used for understanding benchmarks and standards, designing curriculum, planning instruction, developing and evaluating curriculum materials, constructing and analyzing assessment, and preparing teachers. Chapters include: (1) "The Nature of Science"; (2) "The Nature of Mathematics"; (3) "The Nature of Technology"; (4) "The Physical Setting"; (5) "The Living Environment"; (6) "The Human Organism"; (7) "Human Society"; (8) "The Designed World"; (9) "The Mathematical World"; (10) "Historical Perspectives"; (11) "Common Themes"; and (12) "Habits of Mind." (SAH)

ED 450 001 SO 031 295

Mackenzie, Jeannie
It's a Man's Job...Class and Gender in School Work-Experience Programmes. SCRE Spotlights 60.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Experiential Learning; Foreign Countries; *Gender Issues; *Job Placement; Males; Secondary Education; Secondary School Students; *Sex Discrimination; Sex Role; *Social Class; *Student Attitudes; *Work Experience Programs
IDENTIFIERS- Scotland (Strathclyde Region); Scottish Council for Research in Education

This study of school-based work experience programs examines the placements, experience, and attitudes of participating pupils from two secondary schools, focusing on the influence of class and gender expectations. All fourth year pupils in Strathclyde Region (Scotland) were offered a week of work experience with an employer. The study examines the placement allocations of three samples of young people. The first sample contained 2,644 pupils, whose placements were analyzed by gender and category. The second sample contained 147 pupils from two schools, a high percentage of whom came from unwaged or low-earning families.

officials, non-governmental organizations and young people themselves in ensuring that the Children's Parliament lives up to the high ideals that informed its creation in 1990. The booklet is a compilation of child parliamentarians' experiences to date, and it also incorporates the views of other children who have had no contact with parliament as to what they might expect from such an institution. The booklet is divided into the following sections: "Preface"; "Acknowledgments"; "Introduction"; "The Background of the Children's Parliament"; "Individual Experiences"; "Shortfalls of the Children's Parliament"; "Recommendations"; and "Conclusion." (BT)

ED 450 023   SO 032 435

Clark, Pat, Ed.
What Do We Know about Sexual Harassment in Public Schools? Equity.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Gender Issues; *Public Schools; *School Culture; *School Personnel; *Sex Fairness; *Sexual Harassment; Student Surveys
IDENTIFIERS- *Ohio; Title IX Education Amendments 1972

This brief report discusses sexual harassment in public schools and presents six recommendations for all school personnel to follow to help lower the incidence of sexual harassment. The report provides a definition of sexual harassment and cites several provisions of Title IX of the Education Amendments of 1972. Contains three resources for information. (BT)

ED 450 024   SO 032 510

Minish, Heidi
I. M. Pei's East Building: Solving Problems of Form and Function. Teacher's Guide. School Arts: Looking/Learning.
PUB DATE- 99
NOTE- 13p.; For other guides, see SO 032 504-512.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Architects; Architectural Character; *Architecture; *Building Design; Built Environment; Elementary Secondary Education; *Interior Space; Modernism; *Museums; Teaching Guides
IDENTIFIERS- *National Gallery of Art DC; *Pei (I M)

Ieoh Ming (I. M.) Pei, born in Canton, China, came to the United States in 1935 to study architecture, first at the University of Pennsylvania, then at the Massachusetts Institute of Technology, and at Harvard University's Graduate School of Design. Today, Pei's reputation and architectural contributions are renowned worldwide. He has designed hotels, hospitals, airports, and corporate centers, and some of his best known works are libraries and museums. Stylistically, Pei is considered to be a modernist because of his strict adherence to geometry and the use of elementary forms, yet his architecture defies simple categorization. This teaching guide discusses one of I. M. Pei's most famous buildings, the East Building of the National Gallery of Art on the National Mall, in Washington, DC, dedicated on June 1, 1978. The guide first gives background

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Beliefs; *Chinese Culture; *Confucianism; Foreign Countries; Global Approach; *Moral Issues; *Non Western Civilization; *Philosophy; Secondary Education; Social Studies; Values
IDENTIFIERS- China; *Confucius

This updated set of lesson plans focuses on Confucius and Confucian thought, especially Confucian ethics. The lesson plans are divided into the following chapters: (1) "How do the Analects embody the ethical framework of Confucian thought?"; (2) "How does Confucianism affect behavior, attitudes and beliefs?"; (3) "How did other belief systems co-exist and influence the Chinese tradition?"; and (4) "To what extent is Confucianism a defining characteristic of the Chinese mentality?" Each chapter contains several subdivisions and several worksheets for each subdivision. The lesson plans provide performance objectives, background information, and suggested procedures. Selected readings are suggested for each worksheet. (BT)

ED 450 046 SO 032 556

Caught between Two Worlds: Mexico at the Crossroads. Teacher's Resource Book and Student Text . 4th Edition. Public Policy Debate in the Classroom. Choices for the 21st Century Education Project.
PUB DATE- 01
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Economics; Foreign Countries; Global Education; *International Relations; *Political Issues; Political Science; Secondary Education; Social Studies
IDENTIFIERS- Mexican History; *Mexico

This teacher resource text and student text is part of a continuing series on current and historical international issues, placing special emphasis on the importance of educating students in their participatory role as citizens. The unit seeks to bring Mexico's evolving national identity into sharper focus for U.S. high school students. Students are asked to see the world from a Mexican perspective and to contemplate current Mexican choices in the areas of economic development, political reform, and foreign relations. At the core of the unit are three distinct directions, or Futures, for Mexico in the coming years. Each Future is grounded in a clearly defined philosophy about Mexico's place in the world and offers broad guidelines on fundamental Mexican public policy issues. Includes five- and three-day lesson plans. The unit opens with an analysis of the recent controversy surrounding the revision of elementary school history textbooks in Mexico. The second lesson centers on Mexico's rich tradition of mural painting to introduce students to the concerns of individual Mexicans. The third and fourth lessons involve students in a simulation in which they act as advocates for the three Futures and as Mexican voters. In the fifth lesson, students apply their own policy recommendations for Mexico. (Author/BB)

ED 450 047 SO 032 559

Biography: Experience It. Teacher's Manual for Grades 6-12.
PUB DATE- 99
NOTE- 37p.

greater role in providing social services. Organizations such as UNICEF, USAID, and the World Bank recognize the important role that NGOs could play in education development projects, particularly in the effort to achieve universal education and improved educational quality. This paper examines the role of NGOs and the partnerships they forge to improve the delivery of educational services. The paper focuses on partnerships between international or national NGOs and local communities. It presents a framework of tensions that may exist in NGO partnership projects. This framework relies on a synthesis of relevant literature on NGO partnerships and educational partnership projects, and the author's experience in working with a partnership project in rural Pakistan. The paper considers some implications for effective educational partnerships. Contains 5 notes and 26 references. (BT)

ED 450 068   SO 032 601

Reimer, Bennett, Ed.
Performing with Understanding: The Challenge of the National Standards for Music Education.
PUB DATE- 00
NOTE- 204p.; Based on a 1996 Northwestern University Music Education Leadership Seminar.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; Elementary Secondary Education; Instructional Effectiveness; Leadership; *Music Activities; *Music Education; *Music Teachers
IDENTIFIERS- Ethnomusicology; *Musical Performance; *National Music Education Standards

This collection of essays presents key ideas and practical suggestions for implementing the National Standards for Music Education through performance. Following a Preface and Music Content Standards for Grades K-12, essays in the collection are (1) "The Power of the National Standards for Music Education" (Paul R. Lehman); (2) "What Is 'Performing with Understanding'?" (Bennett Reimer); (3) "A Snapshot of a Quality K-12 Music Program" (Dorothy A. Straub); (4) "Challenging the Status Quo in School Performance Classes: New Approaches to Band, Choir, and Orchestra Suggested by the Music Standards" (Will Schmid); (5) "What Are We 'Doing' in Music? Toward a Lifelong Involvement with Music" (Suzanne M. Shull); (6) "The Kinesthetic Connection in Performing and Understanding Music" (Marvelene C. Moore); (7) "The Band and Orchestra Rehearsal: Toward Musical Independence" (Patricia J. Hoy); (8) "Making the School Orchestra a Treasure: Teaching Musical Understanding through Performance" (Robert Gillespie); (9) "Interview with Larry Rachleff: The Heart and the Brain in Performing" (Catherine Larsen); (10) "The Challenges of Performing Choral Music of the World" (Mary Goetze); (11) "Ethnomusicological Musings: Contemplating the Standards as Agents of Cultural Transmission and Change" (Bruno Nettl); and (12) "An Agenda for Teaching Performing with Understanding" (Bennett Reimer). (BT)

ED 450 069   SO 032 642

Hepburn, Mary A.
Violence in Audio-Visual Media: How Educators Can Respond. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01

based, change built into the structure, and outcomes/impact); (2) human resource frame (leadership people/task-centered, feedback process, reflective practice, teacher professionalization/job enlargement, close to the customer, personal/professional support, confidence building, and peer support component); (3) political frame (interaction/fit of players); and (4) symbolic frame (win-win, emphatic responses, and part of the larger management philosophy). (Contains 13 references.) (SM)

ED 450 088 SP 039 762

Johnson, Andrew P.
Student Teaching Handbook.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; Check Lists; *Cooperating Teachers; Elementary Secondary Education; Higher Education; Lesson Plans; Preservice Teacher Education; Student Teacher Evaluation; Student Teacher Supervisors; *Student Teaching; Teacher Role
IDENTIFIERS- Mankato State University MN

This document contains a set of guidelines, forms, and checklists, for student teaching. It is a guide for students, teachers, faculty, advisors, and administrators at Mankato State University, Minnesota, and in the public schools. All of the ideas within the document can be adapted for use in a variety of clinical experiences or student teaching programs. After defining relevant terms, the document outlines the cooperating teacher's role in observation, preteaching, student teaching, and evaluation. It explains that student teaching experiences will vary, and it presents the performance-based standards expected of student teachers at Mankato State University and described by the Minnesota Board of Teaching and the Interstate New Teacher Assessment and Support Consortium. The next section examines the university supervisor's role. The final section lists six objectives that student teachers should achieve by the end of the experiences. The appendixes, which comprise the bulk of the document, include: a cooperating teacher's checklist of time line of activities; a student teaching observation form; a mid-term and final progress report; a checklist of elementary experiences; a checklist of secondary and other experiences; lesson plans; and a videotape/audiotape analysis form. (SM)

ED 450 089 SP 039 763

Peterson, Karen M.
The Importance of Support through Induction Programming in the Teacher Socialization Process.
PUB DATE- 96
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 2-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

to train them as potential facilitators for schools interested in conducting a SSWI, a process in the form of a handbook which lets schools compare different perspectives about the writing portfolio program. Data from interviews, reports, and evaluation forms indicate that participants considered the SSWI a well-designed, research-based, self-explanatory tool that schools could use in improvement efforts targeting writing instruction. They seemed pleased with the potential benefits of the process and felt the handbook had great utility for consolidation planning and needs assessment. The training sessions were well-received and successfully accomplished their purpose of introducing the research findings and study process, preparing participants to promote use of the SSWI in schools, and instructing participants in required tasks. Appended are a training agenda, evaluation forms, and a completed evaluation standards checklist. (SM)

ED 450 109   SP 039 785

The Jossey-Bass Reader on Technology and Learning. The Jossey-Bass Education Series.
PUB DATE- 00
NOTE- 341p.; Introduction by Roy D. Pea.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Standards; Access to Education; Computer Literacy; *Computer Uses in Education; Educational Change; *Educational Technology; Elementary Secondary Education; Equal Education; Females; Higher Education; Internet; Learning Disabilities; National Standards; Science Education; Scores; Sex Differences; Teaching Methods; Womens Education

This collection of papers includes: "Introduction" (Roy D. Pea); (1) "Summary of Findings and Recommendations from the Report to the President on the Use of Technology to Strengthen K-12 Education in the United States" (President's Committee of Advisors on Science and Technology, Panel on Educational Technology); (2) "National Educational Technology Standards for Students" (International Society for Technology in Education); (3) "New Technology Standards for Teachers" (California Commission on Teacher Credentialing); (4) "Excerpts from Long-Range Plan for Technology, 1996-2010" (State Board of Education, Texas); (5) "Challenges of Creating a Nation of Technology-Enabled Schools" (Thomas K. Glennan and Arthur Melmed); (6) "Internet Use by Teachers" (Henry Jay Becker); (7) "The Link to Higher Scores" (Jeff Archer); (8) "The Digital Divide" (Don Tapscott); (9) "Should We Be Worried? What the Research Says about Gender Differences in Access, Use, Attitudes, and Achievement with Computers" (Heather Kirkpatrick and Larry Cuban); (10) "Girl Games and Technological Desire" (Cornelia Brunner, Dorothy T. Bennett, and Margaret Honey); (11) "Rethinking How to Invest in Technology" (Chris Dede); (12) "The World's the Limit in the Virtual High School" (Sheldon Berman and Robert Tinker); (13) "Computer Technology, Science Education, and Students with Learning Disabilities" (David Kumar and Cynthia L. Wilson); (14) "The Computer Doesn't Embarrass Me" (Ted S. Hasselbring, Laura Goin, Rose Taylor, Brian Bottge, and Patrick Daley); (15) "Digital Literacy" (Paul Gilster); (16) "Computers and Computer Cultures" (Seymour Papert); (17) "Teaching by Machine" (David Tyack and Larry Cuban); (18) "The Evolution of Instruction in Technology-Rich Classrooms" (Judith Haymore Sandholtz, Cathy Ringstaff, and David C. Dwyer); (19) "Redefining Computer Appropriation: A Five-Year Study of ACOT Students" (Robert J. Tierney); (20)

Veldkamp, Bernard P.
Modifications of the Branch-and-Bound Algorithm for Application in Constrained Adaptive Testing. Research Report.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; Algorithms; *Computer Assisted Testing; *Test Construction; Test Items
IDENTIFIERS- *Branch and Bound Method; Constraints; *Mathematical Programming

A mathematical programming approach is presented for computer adaptive testing (CAT) with many constraints on the item and test attributes. Because mathematical programming problems have to be solved while the examinee waits for the next item, a fast implementation of the Branch-and-Bound algorithm is needed for this approach. Eight modifications of the algorithm especially designed for application in CAT are described. In order to investigate the effects of the modifications, two empirical examples using simulation were studied. The modified Branch-and-Bound algorithm selected the items in the adaptive tests in a realistic amount of time, while the resulting tests met the constraints. (Contains 2 tables, 1 figure, and 17 references.) (Author/SLD)

ED 450 131 TM 032 321

Glas, Cees A. W.; Vos, Hans J.
Adaptive Mastery Testing Using a Multidimensional IRT Model and Bayesian Sequential Decision Theory. Research Report.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; *Bayesian Statistics; Classification; *Computer Assisted Testing; Item Response Theory; *Mastery Tests; *Test Construction; Test Items
IDENTIFIERS- Multidimensionality (Tests); *Sequential Testing; Testlets

This paper focuses on a version of sequential mastery testing (i.e., classifying students as a master/nonmaster or continuing testing and administering another item or testlet) in which response behavior is modeled by a multidimensional item response theory (IRT) model. First, a general theoretical framework is outlined that is based on a combination of Bayesian sequential decision theory and multidimensional IRT. Then how multidimensional IRT-based sequential master testing can be generalized to adaptive item- and testlet-selection rules is discussed for the case where the choice of the next item or testlet to be administered is optimized using the information from previous responses. Both compensatory and conjunctive loss structures are considered. Simulation studies are used to evaluate: (1) the performance, in terms of average loss, of multidimensional IRT-based sequential mastery testing as a function of the number of items administered per testing stage; (2) the effects on average loss when turning the sequential procedure into an adaptive sequential procedure; and (3) the impact on average loss when the multidimensional structure is ignored and a unidimensional IRT model is used in the decision procedure. (Contains 9 tables and 20 references.) (Author/SLD) terms of their great distance from the concentration of observations. For their potential to influence the mean disproportionately, thus affecting many statistical analyses, outlying observations require special care on the part of the researcher. It is suggested that decisions about how to go about discarding or incorporating such outliers be made with careful consideration as to the implications associated with the various procedures for doing so. Several methods for dealing with outliers are illustrated. (Contains 2 tables and 10 references.) (Author/SLD)

ED 450 152 TM 032 342

French, Christine L.
A Review of Classical Methods of Item Analysis.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Item Analysis; Item Response Theory; *Selection; *Test Items

Item analysis is a very important consideration in the test development process. It is a statistical procedure to analyze test items that combines methods used to evaluate the important characteristics of test items, such as difficulty, discrimination, and distractibility of the items in a test. This paper reviews some of the classical methods for item analysis. The paper also provides an explanation of common item analysis procedures, which aid in the selection of appropriate test items. In addition, the major limitation of some of the classical methods of item analysis and some benefits of other methods, such as Item Response Theory, are discussed. (Contains 1 table and 12 references.) (Author/SLD)

ED 450 153 TM 032 343

George, Carrie A.
Problems and Issues in Meta-Analysis.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Effect Size; *Error of Measurement; *Meta Analysis; Social Science Research
IDENTIFIERS- Research Replication

Single studies, by themselves, rarely explain the effect of treatments or interventions definitively in the social sciences. Researchers created meta-analysis in the 1970s to address this need. Since then, meta-analytic techniques have been used to support certain treatment modalities and to influence policymakers. Although these techniques originally showed great promise, criticisms of the method have developed. This paper explores the problems and issues associated with meta-analysis. These include problems of comparison of

ED 450 173 UD 033 992

Hurley, Eric A.; Chamberlain, Anne; Slavin, Robert E.; Madden, Nancy A.
Effects of Success for All on TAAS Reading: A Texas Statewide Evaluation. Report No. 51.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Elementary Education; Elementary School Students; High Risk Students; Hispanic American Students; Minority Groups; Program Effectiveness; Program Evaluation; *Reading Improvement; *Reading Programs; *Student Evaluation
IDENTIFIERS- *Success for All Program; *Texas Assessment of Academic Skills

This report presents analyses of data from the Texas Assessment of Academic Skills (TAAS) reading measures. It evaluates outcomes in all of the 111 Texas schools that began Success for All from 1994-97. Success for All is a comprehensive reform model for elementary schools, especially Title I schoolwide projects. TAAS reading scores were collected in all elementary grades starting in grade 3, so the analyses presented here evaluate the effects of Success for All in the upper-elementary grades. This analysis is the largest evaluation of Success for All and is the first large-scale study to examine results separately by student ethnicity. The Texas statewide data reported here show that Success for All schools are significantly and substantially closing the gap in TAAS reading performance between themselves and the far less impoverished schools in the rest of the state. This is particularly true for African American and Hispanic students, for whom the gap with white students closed significantly more than it did for African American and Hispanic students in other schools. Research on Success for All holds out the possibility that programs designed to ensure the reading success of all children may be particularly beneficial for African American and Hispanic children, who have historically been underserved in American schools. (Contains 19 references.) (Author/SM)

ED 450 174 UD 033 993

Dana, Richard H., Ed.
Handbook of Cross-Cultural and Multicultural Personality Assessment. Personality and Clinical Psychology Series.
PUB DATE- 00
NOTE- 719p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Acculturation; African Culture; Afrocentrism; Alaska Natives; American Indians; *Cultural Differences; Cultural Pluralism; *Ethnicity; Foreign Countries; Hispanic Americans; Jews; *Personality Assessment; Racial Identification; Statistical Bias
IDENTIFIERS- Brazil; Europe; Holtzman Inkblot Technique; Minnesota Multiphasic Personality Inventory; Null Hypothesis; Portugal; Rorschach Test; Tell Me A Story Test; Thematic Appreciation Test

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Educational Finance; *Educational Vouchers; Elementary Secondary Education; *Private School Aid; Private Schools; *School Choice; *Tax Credits
IDENTIFIERS- Profit Making Schools

This paper compares voucher and tax credit programs on how well they manifest the necessary conditions for market education and allow all families to participate in that market. Voucher programs include targeted and universal programs. The tax credit proposal is a nonrefundable, education credit composed of: a parental choice credit for taxpayers with dependent school age children and a scholarship component to allow businesses and individuals to write off donations made to scholarship-granting organizations. Conditions necessary for operating an effective education market are: parental choice; direct parental financial responsibility; freedom for educators; competition among educators; the profit motive for educators; and universal access. Tax credits are more effective at implementing freedoms and incentives necessary for effective operation of the market, offering greater resistance to new regulation, decreasing the risk of fraud and corruption, and avoiding problems arising from state funding of religious schools. They also have some weaknesses, which make them difficult to implement in certain states. Universal voucher programs effectively guarantee funding to all needy families but dramatically increase the risk of government intervention. Targeted voucher programs provide funding to the poorest families but would leave middle- and upper-income families with strong financial disincentives to choose private schools. (SM)

ED 450 193 UD 034 014

Patterson, James T.
Brown v. Board of Education: A Civil Rights Milestone and Its Troubled Legacy. Pivotal Moments in American History.
PUB DATE- 01
NOTE- 285p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Black Students; Civil Rights; Elementary Secondary Education; Equal Education; Federal Legislation; Public Schools; *Racial Segregation; *School Desegregation; *School Segregation
IDENTIFIERS- *Brown v Board of Education; Supreme Court

This book presents a narrative version of Brown v. Board of Education of Topeka, Kansas, which struck down state-sponsored racial segregation in America's schools. It analyzes the origins and consequences of that landmark case, illuminating the legal, political, and social implications of this decision. The book weaves many controversial issues into the story, presenting the views and experiences of such people as Thurgood Marshall, the NAACP attorney who won the case; Chief Justice Earl Warren, new to the Court, who steered a deeply fractured court to its landmark verdict; Kenneth and Mamie Clark, African American psychologists whose research helped persuade the Court that segregation damaged the psyche of black students; and Governor George Wallace of Alabama, who was an ardent segregationist. After a preface, "Contesting the Color Line," the 10 chapters include: (1) "Race and the Schools Before Brown"; (2) "The Grass Roots and Struggling Lawyers"; (3) "The Court Decides"; (4) "Crossroads, 1954-55"; (5) "Southern Whites Fight Back"; (6) "Striving for Racial Balance in the 1960s"; (7) "The Burger Court Surprises"; (8) "Stalemates"; (9)

a handful of common file formats. This report is the fruit of their investigation. It is intended to be a practical guide to assessing the risks associated with the migration of various formats and to making sound preservation decisions on the basis of that assessment. The paper starts from the premise that migration is prone to generating errors and provides practical tools to quantify the risks. It organizes migration into a sequence of discrete steps and offer assessment tools to manage each of those steps. The process is presented in a workbook that can guide digital preservation specialists in their day-to-day operations. Two case studies are also presented--one for image files and another for numeric files. Findings and Recommendations are discussed under four areas: Migration Risk Can Be Qualified; Conversion Software; Access to Format Data; and Public Access Archives of Format Information. (Contains 29 references.) (AEF)

ED 449 803 IR 057 972

Wallace, Danny P., Ed.; Van Fleet, Connie, Ed.
Library Evaluation: A Casebook and Can-Do Guide.
PUB DATE- 01
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; *Evaluation; *Evaluation Criteria; *Evaluation Methods; Library Administration; Library Planning; Library Services; Program Administration; Program Development

This book, written by a number of library professionals, familiarizes the reader with the motives for and purposes of evaluation and the major contexts and models for evaluation and provides explicit examples how evaluation projects have been and can be carried out in a variety of library contexts. The strategies in this book grew from the S:OLE (Seminar: Ohio Library Evaluation) project, recently carried out at Kent State University. Organized into six major sections, the book revolves around the 11 case studies that are introduced by overviews of broader concepts and function areas. Chapter 1 gives a summary of the need for evaluation and the process required to make evaluation an important part of library management, administration, and operation. Chapter 2 deals with evaluation in the context of organizational effectiveness, beginning with an overview of the nature of and models for understanding organizational effectiveness. The next three chapters focus in turn on the evaluation of reference materials, collections, and digital resources. The book closes with a summary of the nature of evaluation that ties into its conceptual origins and contexts. Case studies are: "Implementing Total Quality Management"; "Conducting Focus Groups"; "Gathering and Presenting Comparative Data"; "Measuring Library Services"; "Using the Wisconsin-Ohio Reference Evaluation Program"; "Assessing Reference Behaviors with Unobtrusive Testing"; "Using Qualitative Criteria To Evaluate Reference Resources"; "Identifying Library Policy Issues with List Checking"; "Conducting a Citation Analysis"; "Developing Search Engine Evaluation Criteria"; and "Creating Accessibility Guidelines for Web Page Developers." There are two appendices located at different points in the text: "Measuring Library Services 1998: A Joint Project of the State

ED 449 821 IR 058 065

Salmon, Laura E.
The Modern Public Library and Melvil Dewey: What He Changed, What We've Changed, and What Hasn't Changed.
PUB DATE- 00
NOTE- 35p.; Master of Library Science Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Cataloging; *Classification; *Dewey Decimal Classification; Information Science; Library Development; *Library Science; Library Services; Library Technical Processes; *Public Libraries

The purpose of this study was to evaluate the impact of Melvil Dewey's work in the American public library, both in Dewey's day and today. Using the writings of Melvil Dewey, as well as writings about him, this study examined what changes Dewey made and influenced as they specifically related to services provided to library users. This included studying Dewey's role in the organization of the library materials using the Dewey Decimal Classification System, the development of cooperative cataloging, and the creation and implementation of services to library users. The study focused on the impact of several theories that were the driving force behind Dewey's work in the library field. These theories contained several components, including the need for an organized library and the role of the library as a companion to public schools in the education of the common man. Dewey's work also focused on the need for the library to provide information to the user efficiently and with careful expenditure of the library's resources, both human and financial. (Contains 30 references.) (AEF)

ED 449 822 IR 058 066

Sasala, Kathleen M.
Reference Service in Law Libraries.
PUB DATE- 00
NOTE- 47p.; Master of Library Science Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Libraries; Higher Education; Information Services; *Law Libraries; Librarians; Library Research; Library Services; *Reference Services; Research Libraries; Special Libraries

Ten law librarians, at one private and three academic law libraries, were studied to ascertain what types of reference services they provide to their patrons. The current model employed in public libraries today was used as the baseline against which to measure these legal reference services. This model employs five traditional categories of: directional questions, bibliographic verification, ready reference questions, true reference questions, and research assistance. When asked the open-ended question of what types of reference service they provide, all of the librarians could fit their services into one or two of the traditional classifications. Although there are gray areas between such services as ready reference and true reference, and true reference and research assistance, the five categories explain the bulk of the to transfer into a specific program of study. It is vital that the program of study is reviewed periodically and revisions made where appropriate. The chairman of the Articulation Committee for Chief Academic Officers and for the Academic Deans Association shall maintain contact on a continual basis as needed and shall meet during the first week of May each year to carry out a comprehensive review of this document. (JA)

ED 449 842 JC 010 157

Policy and Procedures Manual. Revised.
PUB DATE- 99
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrative Policy; *Community Colleges; Employees; Employer Employee Relationship; Personnel; *Personnel Policy; *State Boards of Education; Two Year Colleges
IDENTIFIERS- *Mississippi

The Mississippi State Board for Community and Junior College Policy and Procedures Manual has been established by the State Board to govern its actions and activities and those of the staff. It describes polices and procedures regarding board operations, staff employment, staff workplace, employee performance/grievance procedure, staff positions, leaves and absences, employment benefits, business management, and programs. The following are some of the specific issues addressed in the manual: the personnel of the Board provide administrative support to the Board as it seeks to carry out its mission and functions, and all staff serve as non-state service employees. Although employees support the Board, the Executive Director, who is hired by the Board, will select, hire, terminate, assign, reassign, and supervise the staff. The Executive Director shall inform the Board of changes in personnel assignments or employment. Compensatory leave shall be awarded to professional staff of the Board at an accrual rate equal to the amount of time worked. No compensatory leave will be awarded unless prior approval of the Executive Director is obtained. Employees are covered by the Mississippi Public employees Retirement System and are required to comply with the provisions of the law establishing the system. Optional benefits are available at the employee's expense. (JA)

ED 449 843 JC 010 158

Cartnal, Ryan
Student Characteristics and Enrollment Trends, Fall 2000.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Attendance; College Students; Community Colleges; *Enrollment Trends; *School Demography; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *Cuesta College CA

Cuesta College's (California) Five-year Student Characteristics and Enrollment Trends (1996-2000) report provides tables and figures that show student demography and enrollment status.

industry is expected to grow the fastest of ten listed industries with a projected rate of 7.2%, continuing the trend of previous years. The Greater Toronto Area is leading Ontario's growth fueled by some of the fastest growing industries such as finance, insurance, real estate and construction. They are projected to remain strong in 2000. Colleges continue to tailor their program offerings to address growth areas in the economy and provide graduates with the necessary skills. The 1998 budget announced the Access to Opportunities Program to boost the number of graduates in high-demand fields of engineering and computer science. Overall, full time postsecondary enrollment in Ontario colleges remained relatively similar between 1998-99 and 1999-2000, rising by less than 1% from 138,820 to 139,466 students. Contains figures and charts. (JA)

ED 449 863   JC 010 182

State Funding for Community Colleges: A 50-State Survey.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Educational Finance; *Financial Support; Government School Relationship; School Administration; State Aid; *State Government; *State Schools; Two Year Colleges

This report discusses the findings of a survey of community college and higher education systems leaders on the subject of community college funding. Survey respondents were asked to explain their states' processes and how funds are allocated to individual colleges. Twenty-nine states reported that they use a funding formula to determine appropriations. Twenty-four states reported a single consolidated appropriation for all community colleges. There has been a significant shift in the breakdown of general operating funds for community colleges over the past several decades, with an increase in the percentage of support coming from the state, and a far greater reliance on student tuition and fee revenue. Nevertheless, significant variations exist across the country. For example, Vermont's community college system collects only 14% of its operating funds from the state, compared with North Carolina's system, which collects 75%. Survey respondents also were asked to report the average expenditure for each annualized student FTE (defined as the total education and general budget divided by the total number of FTEs) in each of the higher education sectors. An increase in the numbers of students requiring remediation and the growing emphasis on dual/concurrent enrollment of high school students adds to community colleges' need for additional resources. Contains 30 tables and charts. (JA)

ED 449 864   JC 010 184

Patton, Madeline
State-by-State Profile of Community Colleges, 2001.
PUB DATE- 01
NOTE- 120p.; Research conducted by Kent A. Phillippe and Christopher Shults.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

birthweight infants; (2) infant mortality; (3) births to teens; (4) child abuse and neglect; (5) child death; (6) child poverty; (7) high school dropouts; and (8) juvenile violent crime arrests. Statewide findings, presented in the report's overview, indicate that half of the eight benchmarks (low birthweight infants, child abuse and neglect, child poverty, and juvenile violent crime arrests) continue to worsen compared to data from a decade ago. Low birthweight infants and child poverty worsened further, and child abuse and neglect and juvenile violent crime arrests showed slight improvement during the most recent year. The other four benchmarks (infant mortality, births to teens, child death, and high school dropouts) continued to improve over the comparable decade-old data and maintained their slow improvement during the most recent year. Current statewide and county data for each of the benchmarks are presented in a separate chapter. Each benchmark is defined, state and county trends are presented, and racial differences are noted if present. The bulk of the report is comprised of county profiles, in which data for each of the indicators are presented graphically. Tables of county data for each indicator, methodology and sources, and a directory of Kids Count Leaders are appended. (SD)

ED 449 883 PS 029 162

Peisner-Feinberg, Ellen. S.; Burchinal, Margaret R.; Clifford, Richard M.; Yazejian, Noreen; Culkin, Mary L.; Zelazo, Janice; Howes, Carollee; Byler, Patricia; Kagan, Sharon Lynn; Rustici, Jean
The Children of the Cost, Quality, and Outcomes Study Go to School. Technical Report.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Smith Richardson Foundation, Inc., Greensboro, NC.; Pew Charitable Trusts, Philadelphia, PA.; Grant (W.T.) Foundation, New York, NY.; A.L. Mailman Family Foundation, Inc.; David and Lucile Packard Foundation, Los Altos, CA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 77p.; Also funded by the JFM Foundation and the USWEST Foundation. Colored figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Behavior Problems; *Caregiver Child Relationship; Child Behavior; Cognitive Development; *Day Care; Day Care Centers; *Day Care Effects; Early Childhood Education; *Elementary School Students; High Risk Students; Interpersonal Competence; Longitudinal Studies; Parent Attitudes; Peer Relationship; Public Policy; Social Development; *Teacher Student Relationship; Vocabulary Development
IDENTIFIERS- *Day Care Quality

Since a substantial majority of preschoolers participate in some form of child care before coming to school, the Cost, Quality, and Child Outcomes in Child Care Centers Study (CQO) was designed to examine the influence of typical center-based child care on children's development during their preschool years and as they move into formal elementary education. This report details the results through the end of second grade. Chapter 1 of the report describes the conceptual framework and methods. Measures are summarized related to children's receptive vocabulary, mathematics and letter-word recognition skills, behavior problems, sociability, and peer relationships; parent values and attitudes, and parent involvement; classroom/child school in the Newport News district which were designated Blue Ribbon schools by the Department of Education. The Dept. of Education's Partnerships for Family Involvement in Education is then detailed. Questions from the town meeting audience include: (1) What are benefits of involvement for businesses? (2) How is a partnership managed/scheduled? (3) What roles do faith communities play? (4) What strategies involve parents historically unable to participate? and (5) How has the Partnerships for Family Involvement initiative helped local partnerships? Reiterating that all partnerships are to serve the students and that students should be included in finding solutions, the video concludes with steps for an effective partnership: (1) establish a clear vision; (2) focus on student achievement and school improvement; (3) connect partnerships with the schools; (4) increase family involvement; and (5) make a long-term commitment. (HTH)

ED 449 903 PS 029 197

Nelsen, Jane; Erwin, Cheryl
Parents Who Love Too Much: How Good Parents Can Learn To Love More Wisely and Develop Children of Character.
PUB DATE- 00
NOTE- 336p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Child Rearing; Childhood Needs; *Children; Discipline; Guilt; Love; *Parent Child Relationship; *Parents; Personality; Self Evaluation (Individuals); Values Education
IDENTIFIERS- Character Education; Disciplinary Styles; Parent Control; Parent Overprotection; Parent Strictness; Parenting Styles; Respect

Parents often overcompensate in their relationships with their children because of their own guilt brought on by the pressures of work and other responsibilities, so that the relationship is characterized by guilt and manipulation rather than by honesty, cooperation, and respect. This book is designed to help parents discover the "kind and firm" approach to parenting. The book suggests specific actions, techniques, and attitudes that help parents give children what they need instead of what they want; learn to encourage and nurture without overindulging, overprotecting, or overcontrolling; and raise a self-reliant, respectful, and capable child. The chapters are: (1) "Is It Really Possible To Love Too Much?" (2) "What Is the Harm in Loving Too Much?" (3) "The Extremes of Loving Too Much: Permissiveness and Excessive Control"; (4) "Permissiveness: Good Intentions or by Default?" (5) "Why Now? The Reasons We Love Too Much"; (6) "Guilt: The Root of Loving Too Much"; (7) "Why Do Parents Keep Doing What Doesn't Work?" (8) "The Essential (and Uncomfortable) Process of Weaning"; (9) "Character Education at Home"; (10) "Healthy Loving: More of What Children Really Need"; (11) "Where Change Begins: Understanding Yourself as a Parent"; (12) "Personality: What's Your Priority?" (13) "The Bridge to Healthy Loving: Getting into Your Child's World"; and (14) "No More Extremes (At Least Hardly Ever): Kind and Firm Parenting in Action." (KB)

ED 449 904 PS 029 198

these "negative scripts." The chapters of the book are: (1) "The Dreams and Wishes of Parents"; (2) "Teaching and Conveying Empathy"; (3) "Communicating Effectively: To Listen, To Learn, To Influence"; (4) "Changing the Words of Parenting: Rewriting Negative Scripts"; (5) "Loving Our Children in Ways that Help Them Feel Special and Appreciated"; (6) "Accepting Our Children for Who They Are: The Foundation for Setting Realistic Goals and Expectations"; (7) "Experiencing Success: Nurturing Islands of Competence"; (8) "Learning from Mistakes"; (9) "Developing Responsibility, Compassion, and a Social Conscience"; (10) "Teaching Our Children To Make Decisions and Solve Problems"; (11) "Disciplining in Ways that Promote Self-Discipline and Self-Worth"; (12) "The Alliance between Parents and Schools"; and (13) "Hope and Courage." The book's appendix presents guideposts and principles for raising resilient children drawn from each of the chapters. Contains a list of recommended readings and 11 references. (HTH)

ED 449 922 PS 029 230

Kelly, Marilyn, Ed.
The Primary Program: Growing and Learning in the Heartland. Second Edition.
PUB DATE- 01
NOTE- 602p.; For 1993 edition, see ED 367 447.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Developmentally Appropriate Practices; *Educational Change; *Educational Objectives; *Elementary School Curriculum; Family Involvement; Integrated Curriculum; Multicultural Education; Primary Education; State Curriculum Guides
IDENTIFIERS- *Iowa; *Nebraska

This primary education curriculum guide was developed jointly by the Iowa and Nebraska Departments of Education to provide educators with a coherent framework to guide local planning for reform of educational programs for children at the kindergarten and primary level. In the belief that the field has moved beyond separate areas of service or curriculum, this second edition of the guide presents content related both to differences among learners and to emergent areas of curriculum throughout the text, reflecting the way children learn best--in an integrated and inclusive fashion. Following a preface, the first part of the guide outlines the paradigm shift underlying the guide and highlights principles of implementation and factors for consideration. The second part outlines the guiding principles and goals of the primary program in relation to children's artistic and aesthetic, social and emotional, intellectual, and physical development, as well as development of responsibility. This part also presents position statements in areas including standards, ethics, learning through play, school readiness, tracking and retention, assessment, class size, and grouping. The third part explores the learning environment and teacher as decision maker, and covers partnerships with families and communities, cultural diversity, transitions, active learning, and technology. The fourth part examines curriculum and assessment, including widely held expectations, and goals for development and learning. The guide concludes with a list of contributors, state education agencies, and reviewers. (HTH)

ED 449 923 RC 022 631

(Program/Project Descriptions) (141)
DESCRIPTORS- Alaska Natives; *Alcohol Abuse; Alcohol Education; *American Indians; Case Studies; *Community Programs; Correctional Rehabilitation; Cultural Awareness; Culturally Relevant Education; *Drug Abuse; Drug Education; *Drug Rehabilitation; Intervention; *Prevention; Program Descriptions; Tribal Government; Youth Programs
IDENTIFIERS- Department of Justice; *Tribal Jurisdiction

This report presents case studies of nine successful programs designed to reduce alcohol and substance abuse among American Indians and Alaska Natives. These case studies highlight effective solutions developed within tribal communities and combining Western and traditional approaches to build upon the strengths of the respective Indian communities. Three types of policy initiatives are reflected: efforts that control the availability of drugs and alcohol within a tribal jurisdiction; educational and treatment efforts; and efforts that reduce social and environmental risk factors for the individual and the community. The programs fall into eight categories: public policy initiative, tribal courts, corrections, community and law enforcement initiatives, youth prevention, youth intervention, adult intervention, and comprehensive programs. Each program includes services providing a link to the spiritual beliefs of the Indian person, services that are culturally reflective of the Indian community, and services that strengthen the relationship of the Indian person to his or her community. Each program description includes the problem(s) addressed, strategies used, administrative support, results, and outcomes. Also included are points for replication and a contact person. A resource section provides contact information and summaries for 46 public, nonprofit, and private agencies addressing alcohol and substance abuse in Indian communities. A bibliography contains 109 entries. (TD)

ED 449 940 RC 022 802

Harris, Elizabeth; Castillo, Paula; Van Fleet, Peggie; Laydon, Abraham J.
Cultural Considerations in Providing Chemical Dependency Treatment for Latinas in Southern California.
PUB DATE- 99
NOTE- 27p.; Presented at the Annual Meeting of the American Evaluation Association (Orlando, FL, November 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Acculturation; Alcohol Abuse; Clinics; *Cultural Relevance; Drug Addiction; *Drug Rehabilitation; Family Programs; Family Relationship; *Females; Hispanic American Culture; *Hispanic Americans; Outcomes of Treatment; Parent Education; Program Descriptions; *Residential Programs; Social Support Groups; Values
IDENTIFIERS- California (Los Angeles County); Cultural Values; *Family Therapy; *Latinas; Single Sex Programs

La Casita is a culturally relevant 6-month residential substance abuse treatment program in southeast Los Angeles County (California) for low income Latina women. Most participants are second and third generation Latinas who clearly identify themselves as being Hispanic but behave in a bicultural manner. The average La Casita resident is 30 years old and has 2.5 children. Latino values form the cornerstone of programming at La Casita, with familismo, a strong identification with and analysis on the juvenile justice system, state-mandated monitoring of juvenile disposition standards and the effectiveness and cultural relevance of rehabilitative services, and extensive diversity training for law enforcement and juvenile justice personnel. Successful community programs provide mentors to oversee alternatives to detention for African American youth, work to reinstate youth in school, and provide counseling and tutoring at drop-in centers. A multitribal organization advocates for American Indian youth in the juvenile justice system. Ongoing challenges include contributing factors in the child's environment, lack of funding, detentions due to failure to appear, lack of bilingual staff, and lack of prevention services. (SV)

ED 449 957 RC 022 825

Pilla, Thomas V.
Alaskan Natives and Other Minorities in the Special Education Programs of Four Alaskan School Districts.
SPONS. AGENCY- United States Commission on Civil Rights, Los Angeles, CA. Western Regional Office.
PUB DATE- 99
NOTE- 19p.; With assistance from Grace Hernandez and Priscilla-Lee Herring.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alaska Natives; American Indian Education; Disability Identification; Elementary Secondary Education; *Minority Groups; Parent Grievances; *School Demography; School Districts; School Personnel; *Special Education; Special Education Teachers; Student Placement
IDENTIFIERS- *Alaska; *Disproportionate Representation (Spec Educ)

This report provides information on the percentages of Native Alaskans and other minorities in the special education programs of four Alaskan school districts. It was prompted by a civil rights complaint by parents in the Juneau School District alleging that Native Alaskans were overrepresented in special education programs. The complaint was resolved in 1997 after the district undertook a number of remedial actions to ensure that Alaska Native students' cultural and linguistic background are considered throughout the special education referral, assessment, and placement process. The Alaska Advisory Committee to the U.S. Commission on Civil Rights requested information from four large school districts on the identification of students for placement in special education classes, number of students served, special education staff, and complaint procedures. The districts were Anchorage School District, Fairbanks North Star Borough School District, Juneau School District, and Nome Public School District, which together serve 57 percent of Alaska's K-12 students. Results were mixed, but special education programs in Anchorage and Fairbanks had overrepresentations of Alaska Natives and American Indians. As in the Juneau case, cultural and linguistic differences may account for some of this overrepresentation. The Committee recommends that other school districts review the efforts undertaken by the Juneau School District to address the issue. In addition, the Committee noted the lack of ethnic diversity in the special education staff of the districts studied and recommends the development of appropriate recruitment and hiring strategies. (SV)

ED 449 958 RC 022 830

curriculum. A description of the project and its specifications, equipment needs, costs and benefits of the program, and optional approaches are included. (SAH)

ED 449 978 SE 064 440

Spears, Alan
Cultural Diversity and the National Parks: Working Together for Change. The National Parks Community Partners Program.
PUB DATE- 00
NOTE- 49p.; Roger DiSilvestro, Francisco Morales-Bermudez, Jim Pissot, and Miki Crespi helped to write portions of the guidebook.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Involvement; *Cultural Differences; Elementary Secondary Education; National Parks; Park Design; Science Education
IDENTIFIERS- *National Park Service

This guidebook was developed to assist in the creation of partnerships. It discusses some of the best practices and lessons learned in the program's first year, and gives novice community-based organizers a sense of how effective partnerships can be formed. The guidebook will help the more experienced organizers of National Park Service employees in five areas: (1) thinking about techniques for organizing effective coalitions of government and non-government individuals; (2) providing practical tips on where to go to find, recruit, and hire more diverse applicants; (3) creating methods to bridge cultural and bureaucratic gaps that may hinder the formation of effective alliances; (4) understanding the reciprocal nature of the relationship between the park service and the community; and (5) providing a basic format for establishing, building, and sustaining a partnership. This guidebook provides information to help assess the need for community partnerships and best practices for getting started. It also examines strategies for recruiting, fund raising, developing media relations, and promoting partnerships. Employment opportunities for park service personnel are outlined. (SAH)

ED 449 979 SE 064 498

Larson, John C.
The Role of Teacher Background and Preparation in Students' Algebra Success.
PUB DATE- 00
NOTE- 18p.; Produced by the Montgomery County Public Schools, Office of Shared Accountability.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; Educational Assessment; Elementary Secondary Education; *Knowledge Base for Teaching; *Mathematics Achievement; *Mathematics Instruction; *Mathematics Teachers; Teacher Education

The percentage of high school students passing the first semester Algebra 1A final exam in January 2000 dropped precipitously from the passing rate one year earlier. That decline in final

The placements were analyzed and interviews were conducted with the teachers who acted as tutors and the employers who provided placements. The third sample contained 39 pupils randomly selected from the second sample, who were interviewed before and after going on placement. The study also reports on perceptions of gender roles, peer pressure, role of school staff, influence of parents, and fears and expectations about placement. Contains two notes and 26 references. (BT)

ED 450 002 SO 031 296

Powney, Janet
Trends in Gender and Attainment in Scotland. SCRE Spotlights 64.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Elementary Secondary Education; *Equal Education; Foreign Countries; *Gender Issues; Literature Reviews; *Outcomes of Education; *Sex Differences; Social Class; Teacher Role
IDENTIFIERS- *Scotland

Questions are repeatedly raised about equality and equity in the education system. Teachers, policymakers, and parents have an interest in monitoring educational provision and outcomes in relation to various pupil groups, one of the most obvious being gender. To identify recent trends in the relationships between gender and attainment in Scotland, the Scottish Office Education and Industry Department commissioned a review of research and statistics about pupils' attainment by the time they leave school. The period covered was 1985-1995. This report comments on three factors connected with gender differences in attainment: (1) the effects of bias in assessment and teaching; (2) influences of home and society; and (3) the interaction between class, ethnicity, and gender in achievement. Offers suggestions for teaching that take into account differences in social class, ethnicity, and gender. Contains 24 references. (BT)

ED 450 003 SO 031 297

Hall, John
Musical Instrument Instruction in Scottish Local Authorities. SCRE Spotlights 73.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Instrumentation and Orchestration; *Music Education; *Music Techniques; *Musical Instruments; National Surveys; School Surveys
IDENTIFIERS- Instrumental Learning; *Scotland

Instrument instruction provided by local authorities has contributed to musical activities in primary and secondary schools for many years. A national survey asked the following questions: How much musical instrumental instruction goes on now in Scottish schools?; Are the numbers of pupils and instructors rising or falling?; How much do the local authorities spend on these services?; and How many charge fees?

information on the East Building and on I. M. Pei's career. It then discusses the East Building in detail, with particular attention to its interior. The guide provides 11 illustrations of sketches, scale models, and interior designs for the East Building. Presents classroom activities for elementary school, middle school, and high school students. Contains 2 resources. (BT)

ED 450 025 SO 032 511

Picasso: The Early Years, 1892-1906. Teacher's Guide.
PUB DATE- 97
NOTE- 12p.; For other guides, see SO 032 504-512. Prepared by the Department of Teacher & School Programs and Produced by the Department of Education Publications, Education Division, National Gallery of Art.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; *Artists; High Schools; Middle Schools; Modernism; *Painting (Visual Arts); Surrealism; Teaching Guides
IDENTIFIERS- Cubism; National Gallery of Art DC; *Picasso (Pablo)

This teachers' guide investigates three National Gallery of Art paintings included in the exhibition "Picasso: The Early Years, 1892-1906." The guide is intended for teachers of middle school and high school students. It includes background information on Pablo Picasso's life and early career, discussion questions, and suggested activities. The Picasso paintings discussed in the guide are: "Le Gourmet" (1901), "Tragedy" (1903), and "Family of Saltimbanques" (1905). (BT)

ED 450 026 SO 032 512

Brenner, Carla
Henri Matisse: Color and Light. Teacher's Guide. School Arts: Looking/Learning.
PUB DATE- 99
NOTE- 8p.; For other guides, see SO 032 504-511.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; *Art Expression; *Artists; Color; Light; *Painting (Visual Arts); Secondary Education; Teaching Guides
IDENTIFIERS- Fauvism; *Matisse (Henri)

Henri Matisse painted "Open Window, Collioure" in the summer of 1905, when he and Andre Derain worked together in Collioure (France), a small Mediterranean fishing port near the Spanish border. This teaching guide discusses the painting "Open Window, Collioure" and Matisse's use of light and vibrant color. The guide provides information on Matisse's life and on fauvism. Includes an image of "Open Window, Collioure." Presents several classroom activities. Contains 5 resources. (BT)

ED 450 027 SO 032 513

South Dakota Fine Arts Content Standards: Dance, Music, Theater, & Visual Arts. SDICS Project.
PUB DATE- 00
NOTE- 47p.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Biographies; *Curriculum Enrichment; *Documentaries; *Educational Television; High Schools; *Interdisciplinary Approach; Middle Schools; Social Studies; Student Motivation; *Student Projects; Student Research; Teaching Guides
IDENTIFIERS- Biodata

This guide, intended for middle and high school classes, is interdisciplinary in approach and appropriate for civics, language arts, drama, social studies, science, personal development, and business courses. The material is based on and intended for use with the "Biography" television documentary series. The guide includes four lesson types. In "Working with Biography," students learn how to write a resume based on an individual featured in the "Biography" programming. "Taking a Stand with Biography" focuses on public speaking, research, and composition skills. "Character and Biography" focuses on personal development and learning about the characteristics and leadership skills of successful people. The "Civics and Biography" project seeks to link students to local community government representatives. (BT)

ED 450 048 SO 032 560

Maxwell, Louise P.; O'Connell, Libby Haight; Rosenberg, Jessica; Troster, Sara Kahn
The White House: 200th Anniversary. Save Our History TM . Teacher's Manual, Grades K-12.
PUB DATE- 00
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Buildings; Built Environment; *Curriculum Enrichment; Elementary Secondary Education; *Heritage Education; *Interdisciplinary Approach; Material Culture; *Presidents of the United States; Social Studies; Teaching Guides; *United States History
IDENTIFIERS- *White House

The 200th Anniversary of the White House provides a creative spring board for studying history through a variety of disciplines. Art, music, geography, literature, and language arts curriculum requirements can be integrated into different eras of White House history. For each grade level, this teacher's manual includes readings, discussion questions, activities, and projects designed to enrich teaching plans. The manual includes a glossary and a list of resources. It is divided into the following grade-level sections: Section One: Grades K-2; Section Two: Grades 3-5; Section Three: Grades 6-8; and Section Four: Grades 9-12. (BT)

ED 450 049 SO 032 561

Brown, Kara D.
Learning To Integrate: The Education of Russian-Speakers in Estonia, 1918-2000.
PUB DATE- 00
NOTE- 75p.; M.A. Thesis, Indiana University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)

NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Childrens Television; Computer Games; Content Analysis; Cultural Awareness; Cultural Background; Elementary Secondary Education; *Films; Knowledge Base for Teaching; Mass Media; Mass Media Effects; Mass Media Use; Media Research; Nonprint Media; *Social Studies; Teacher Education; *Television; Television Viewing; Video Games; Violence
IDENTIFIERS- ERIC Digests

Over the past 20 years there have been numerous studies and frequent warnings about violent television programs and movies arousing young people to act violently. Researchers have pointed to many hours of viewing excessive violence as a potential contributor to violent behavior by youngsters. This digest examines evidence of violence in television programs, movies, and video games; the possible impact of audio-visual media violence on the behavior of youngsters; and what educators can do about it. Suggests six instructional activities for teaching about violence in the media. Describes five relevant Web sites. (BB)

ED 450 070 SP 039 552

Massachusetts Public Fire and Safety Education Curriculum Planning Guidebook. Second Version.
PUB DATE- 99
NOTE- 271p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Education; Curriculum Development; Elementary Secondary Education; *Fire Protection; Program Development; Program Evaluation; *Safety Education
IDENTIFIERS- *Fire Safety Education; Massachusetts

This updated curriculum planning guidebook is a resource for fire educators throughout the state of Massachusetts. It is designed to be a tool in efforts to: identify fire problems in the community; select appropriate behaviors and lessons to correct the fire problems; design fire education programs; and implement and evaluate the programs. The identification section provides information for identifying behaviors that need to be addressed in the community. The selection section describes how to conduct an inventory of the community's available resources to meet fire education needs. The design section is broken down into the categories of behaviors and resource lists, and it is divided by grades (preschool through grade 6). The implementation section explains how to produce and distribute materials, train and schedule fire educators, and obtain audience participation and cooperation. The evaluation section explains how to measure the impact of the fire education program. Three appendixes present: resources (a safety category index, behavior reference number index, and reference cards); a glossary; and information on lesson plans and lesson planning. (SM)

ED 450 071 SP 039 578

DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; *College School Cooperation; Elementary Secondary Education; Higher Education; *Human Resources; Mentors; *Partnerships in Education; Preservice Teacher Education; Self Esteem
IDENTIFIERS- *Peer Support; *Teacher Socialization

This study explored the importance of the support component in induction programs to assist beginning teachers in the move through the stages of the socialization process. The study was a dimension of a larger comparative analysis of three exemplary induction programs. Exemplary programs were discovered by letters sent to leading induction researchers requesting recommendations. Program coordinators of nine of the identified programs completed interviews on program organization and demographics, program components, and program excellence criteria. Three university/school district collaborative programs were selected and visited. Mentors, beginning teachers, and administrators completed interviews. Researchers analyzed archival data and made observations. Data were analyzed using in-process worksheets, materials developed based on Bolman and Deal's Four Frames and Peters and Waterman's Characteristics of Effective Organizations. Themes were identified representing variables contributing to the success of these three programs. Of the four frames, human resources had the most variables with strong response in the data. The variable which received the strongest response in the in-process worksheets was the item regarding the personal/professional support provided through these programs. Peer support and confidence building also received very strong responses. (Contains 45 references.) (SM)

ED 450 090 SP 039 764

Our Schools in Action: An Integrated Teacher Resource, Kindergarten-Grade 6.
PUB DATE- 00
NOTE- 183p.; In partnership with Edmonton 2001 8th IAAF World Championships in Athletics, the College of Alberta School Superintendents, EPCOR, and ESSO.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Athletics; Cultural Awareness; Elementary Education; Foreign Countries; Global Approach; Interdisciplinary Approach; *International Cooperation; *Physical Education; Physical Fitness; Well Being
IDENTIFIERS- *Alberta

This document is designed to involve Alberta, Canada, students, teachers, and communities with the 8th IAAF World Championships in Athletics. It is intended to support implementation of the Alberta Programs of Study and to provide activities related to the concepts of the IAAF World Championships in athletics and school events. Student learning outcomes have been designed so that students will understand the 2001 IAAF World Championships in Athletics, including the events, the countries, and the people involved. The themes of global friendship, citizenship, wellbeing, and run, jump, and throw are integrated with student curricular outcomes. The K-6 integrated lessons provide many cross-curricular activities that have taken into consideration the four themes. The document's seven sections present: "Message From the CASS 2001 World Championships in Athletics Education Committee"; "Acknowledgements"; "Introduction" (purpose of the resource and how to use the resource); "Curriculum and Theme Grids"; "K-6 Integrated Lessons"; "IAAF

"Some New Gods that Fail" (Neil Postman); (21) "Computer Mini-School: Technology Builds Community" (Andrea R. Gooden); (22) "Engaging Students in a Knowledge Society" (Marlene Scardamalia and Carl Bereiter); and (23) "Using Technology to Support Innovative Assessment" (Karen Sheingold and John Frederiksen). (Most papers contain references.) (SM)

ED 450 110 SP 039 786

Finley, Sandra J.
Instructional Coherence: The Changing Role of the Teacher.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collegiality; *Educational Change; *Educational Improvement; Educational Policy; Educational Quality; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; Teacher Collaboration; Teacher Empowerment; *Teacher Role; Teaching (Occupation)
IDENTIFIERS- Professionalism; Teacher Knowledge

This paper shows that policymakers and researchers have changed their views about school improvement and the role of teachers in the process, suggesting that educational reform initiatives challenge classroom teachers to make sense of new policies, ideas, programs, and their own work. It examines calls for reform, highlighting: the 1957 launch of Sputnik, after which Americans questioned public school quality; the 1983 publication, A Nation at Risk, which called for school reform; the 1989 Governors' education summit, which set the stage for two important reforms; and the 1995-96 Third Annual Mathematics and Science Study, which showed that America has not yet reached its mathematics and science achievement goals. The paper notes that teachers need more help as new conceptions of reform and teacher learning become more popular. It discusses directions of change, emphasizing: a systematic approach to school reform, providing teachers with opportunities to learn, and improving the quality of teaching through teacher learning. The paper proposes that supporting teachers in their development of a stance toward their practice which emphasizes learning and learners can promote instructional coherence and improved student learning. It examines six dimensions of teachers' work: knowledge, professionalism, collaboration, instruction, agency, and authority. (Contains 44 references.) (SM)

ED 450 111 SP 039 787

Ruckel, Carol
Ensuring Quality Teachers through Alternative Certification Programs. Policy Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Alternative Teacher Certification;

ED 450 132 TM 032 322

van der Linden, Wim J.
Optimal Stratification of Item Pools in a-Stratified Computerized Adaptive Testing. Research Report.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; *Item Banks; Linear Programming; *Test Construction; Test Items
IDENTIFIERS- *Stratification

A method based on 0-1 linear programming (LP) is presented to stratify an item pool optimally for use in "alpha"-stratified adaptive testing. Because the 0-1 LP model belongs to the subclass of models with a network-flow structure, efficient solutions are possible. The method is applied to a previous item pool from the computerized adaptive testing (CAT) version of the Graduate Record Examinations Quantitative Test. The results indicate that the new method performs well in practical situations. It improves item exposure control, reduces the mean squared error in the theta estimates, and increases test reliability. (Contains 2 figures and 25 references.) (Author/SLD)

ED 450 133 TM 032 323

Klein, Stephen P.; Orlando, Maria
CUNY's Testing Program: Characteristics, Results, and Implications for Policy and Research.
PUB DATE- 00
NOTE- 60p.; This report was produced under contract to the Mayor's Task Force on the City University of New York. Additional funding was provided by The Achellis Foundation, The Bodman Foundation, The William & Flora Hewlett Foundation, The J. M. Kaplan Foundation, The John M. Olin Foundation, The David and Lucile Packard Foundation, and The Starr Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Applicants; College Freshmen; Higher Education; Identification; Reliability; *Remedial Instruction; Screening Tests; *Student Placement; Test Use; *Testing Programs; *Validity
IDENTIFIERS- *City University of New York

This report responds to a request for information about the quality of the tests the City University of New York (CUNY) uses to decide who must take remedial courses and a profile of CUNY freshmen. Roughly 65% of CUNY bachelor's degree students and nearly 90% of associate degree students are required to take remedial courses in reading, writing, or mathematics. CUNY uses three tests to determine whether an incoming freshman requires remedial instruction: (1) the Reading Assessment Test (RAT); (2) the Mathematics Assessment Test (MAT); and (3) the Writing Assessment Test (WAT). These tests are collectively referred to as the Freshman Skills Assessment Test (FSAT). Analyses revealed that the RAT and MAT had adequate score reliabilities, but this was not the case with the WAT. There was some empirical support for the construct validity of the RAT and MAT in their correlation with Scholastic Assessment Test (SAT) scores, but the three tests in the FSAT had fairly low criterion-related validity coefficients in that they did different independent variables and different variable constructs and problems that may arise from methodological flaws in some of the studies considered. Clerical errors, misinterpretation of effect sizes, and replicability issues are also concerns that need to be addressed. Missing data and the potential lack of statistical independence among effect size estimates are additional problems. The researcher is urged to take these issues into consideration when deciding whether or not to implement meta-analytic techniques. (Contains 21 references.) (SLD)

ED 450 154 TM 032 344

Blackburn, Rhonda D.
The Practical Use of Profile Analysis.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Intelligence Tests; *Profiles; Scores; *Test Interpretation
IDENTIFIERS- Minnesota Multiphasic Personality Inventory; Multidimensional Approach; *Profile Analysis Approach; Wechsler Adult Intelligence Scale; Wechsler Intelligence Scale for Children

Profile analysis refers to interpreting or analyzing the pattern of tests, subtests, or scores. The analysis may be across groups or across scores for one individual. This approach to analyzing data is being used by clinicians to help in the translation of the results of popular assessment instruments. This paper examines several examples of the use of profile analysis, including discussions of the use of profile analysis with the Wechsler Scales, the Minnesota Multiphasic Personality Inventory-2, and the technique of multidimensional analysis. Cautions in the use of profile analysis are also discussed. One such caution involves the standard error of measurement. Caution is also required when a hypothesis has been made regarding an individual's performance. (Contains 10 references.) (SLD)

ED 450 155 TM 032 345

George, Carrie A.
Evaluating Assumptions of Multivariate Normality.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Estimation (Mathematics); *Evaluation Methods; *Multivariate Analysis; *Statistical Distributions
IDENTIFIERS- *Normal Distribution; Normality Tests; *Univariate Analysis

Multivariate techniques have been implemented with greater and greater frequency. In order to use multivariate techniques

This collection of papers includes: (1) "An Assessment-Intervention Model for Research and Practice with Multicultural Populations" (Richard H. Dana); (2) "An Africentric Perspective for Clinical Research and Practice" (Edward F. Morris); (3) "Myths about the Null Hypothesis and the Path to Reform" (Robert G. Malgady); (4) "A Construct-Based Approach to Equivalence: Methodologies for Cross-Cultural/Multicultural Personality Assessment Research" (James Allen and James A. Walsh); (5) "The Nature of Bias" (Fons Van de Vijver); (6) "Acculturation as a Moderator of Personality and Psychological Assessment" (Israel Cuellar); (7) "Acculturation, Ethnic Identity, and Acculturative Stress: Evidence and Measurement" (Gargi Roysircar-Sodowsky and Michael Virgil Maestas); (8) "Racial Identity Measures: A Review and Classification System" (A. Kathleen Burlew, Shana Bellow, and Marilyn Lovett); (9) "Social Psychological Perspectives on Changing Self-Identification among American Indians and Alaska Natives" (Joseph E. Trimble); (10) "Multicultural Assessment with the MMPI-2: Issues for Research and Practice" (Richard W. Handel and Yossef S. Ben-Porath); (11) "Issues in the Cross-Cultural Adaptation and Use of the MMPI-2" (David S. Nichols, Jesus Padilla, and Emilia Lucio Gomez-Maqueo); (12) "Are There Promising MMPI Substitutes for Assessing Psychopathology and Personality? Review and Prospect" (Ronald R. Holden); (13) "Culturally Relevant Research and Practice with the Rorschach Comprehensive System" (David Ephraim); (14) "Use of the Rorschach Comprehensive System in Europe: State of the Art" (Anne Andronikof-Sanglade); (15) "The Rorschach Comprehensive System in Iberoamerica" (Eugenia V. Vinet); (16) "National Norms for the Rorschach Normative Study in Portugal" (Antonio Abel Pires); (17) "Application of the Holtzman Inkblot Technique in Different Cultures" (Wayne H. Holtzman); (18) "A Psychocultural Approach to TAT Scoring and Interpretation" (David Ephraim); (19) "Use of TAT in Multicultural Societies: Brazil and the United States" (Eliana Herzberg); (20) "Objective Scoring for the TAT" (Alejandro Avila-Espada); (21) "Multicultural and Cross-Cultural Utility of the TEMAS (Tell-Me-a-Story) Test" (Giuseppe Costantino and Robert G. Malgady); (22) "The Once-Upon-a-Time Test" (Teresa Fagulha); (23) "An Assessment Practice with Hispanics in Minnesota" (Sonia I. Carbonell); (24) "Assessment Practices with African Americans: Combining Standard Assessment Measures within an Africentric Orientation" (Edward F. Morris); (25) "Cultural Identity Description and Cultural Formulation for Hispanics" (Israel Cuellar and Genaro Gonzalez); (26) "Assessment of Depression among American Indians and Alaska Natives" (Norman G. Dinges, Mera M. Atlis, and Shawna L. Ragan); (27) "Assessment Issues with Jewish Clients" (Peter F. Langman); and (28) "Teaching Culturally Informed Psychological Assessment" (Steven Regeser Lopez). (Papers contain references.) (SM)

ED 450 175 UD 033 994

Hodgkinson, Harold
Secondary Schools in a New Millennium: Demographic Certainties, Social Realities.
SPONS. AGENCY- Ewing Marion Kauffman Foundation, Kansas City, MO.
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aging (Individuals); Curriculum Development;

"Resegregation"; and (10) "Legacies and Lessons." Two appendixes present key Supreme Court decisions discussed in the book and a list of tables and figures. (SM)

ED 450 194 UD 034 015

Heybach, Laurene M.; Nix-Hodes, Patricia; Price, Sarah
The Education of Homeless Children: Rules, Rights and Practical Solutions. A Training Manual for Shelter Providers, Staff, Advocates and Parents.
PUB DATE- 00
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; Children; Educational Discrimination; Educational Legislation; Elementary Secondary Education; *Equal Education; *Homeless People; Homeless Shelters; Homosexuality; Poverty; Public Schools; Social Discrimination
IDENTIFIERS- Chicago Public Schools IL; Illinois State Board of Education; Stewart B McKinney Homeless Assistance Act 1987

These training materials provide advocates with the tools needed to help families obtain a stable and effective education for their children despite the condition of homelessness and the trauma that accompanies it. Nine sections include: (1) "Introduction"; (2) "How Mobility Hurts Homeless Children and Schools"; (3) "Laws and Rules Governing the Education of Homeless Children" (the Stewart B. McKinney Homeless Assistance Act, the Illinois Education for Homeless Children Act, policy of the State Board of Education, and the settlement agreement in Salazar v. Edwards); (4) "What the Laws and Rules Mean for Homeless Families in Chicago" (choice of schools, records, enrollment, the appeal process, transportation, and equality); (5) "A Word about Children or Youth with Special Education Needs" (children and youth currently attending school and children not currently attending school); (6) "Lesbian, Gay, Bisexual and Transgender Youth"; (7) "Other Important Issues" (Chicago public school liaisons, outreach, tutoring, food programs, preschool eligibility, fee waivers, notice, uniforms, and standardized tests and mandatory summer school); (8) "Practical Suggestions for Shelter Staff"; and (9) "Conclusion." Ten appendixes, which comprise the bulk of the document, present details on various legislative acts and educational guidelines and policies. Also included is a brochure entitled "Going to School: Your Rights, Your Choices." (SM)

ED 450 195 UD 034 016

Moffitt, Robert A.
Welfare Benefits and Female Headship in the U.S. Times Series. Discussion Paper.
PUB DATE- 01
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Family Structure; *Females; *Heads of Households; Labor Market; *Mothers; *Wages; Welfare Recipients; *Welfare Services

Library of Ohio and the Ohio Library Council-Reference and Other Questions" and "Evaluation Checklist." Includes 37 figures and tables throughout the text and an index. (Contains 231 references.) (AEF)

ED 449 804 IR 057 973

Saykanic, Donna
Censorship of Library Books in School Library Media Centers Today.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Information; *Censorship; Elementary Secondary Education; *Intellectual Freedom; *Learning Resources Centers; Librarians; Library Collection Development; *Library Material Selection; Library Materials; *Library Policy; Literature; Media Specialists; *School Libraries

For many years, there has been pressure on American schools to restrict or deny students access to books or periodicals deemed objectionable by some individual or group on moral, political, religious, ethnic, racial, or philosophical grounds. Censorship of library books in school media centers is present today. The library media specialist is responsible for maintaining free access to materials through collection development policies, programs, and access policies. Library media specialists promote the principles of intellectual freedom in their media centers by providing resources that create an environment of free inquiry. This paper addresses censorship of library books in school media centers. Discussion falls into the following sections: Selection of a Social Issue and Documentation of its Importance; Description of the Problem in Terms of Multiple Dimensions, Including the Historical Dimension; Selection, Description, and Analysis of the Relevant Political Arena or Arenas: The Political Environment; Creation and Presentation of One Feasible, Political Intervention; and Explication of the Political Intervention Strategy, Including a Critique of its Limitations. Two appendixes include a Request for Reconsideration of Materials form and a descriptive list of the 10 most hated books from 1982 to 1990 according to Stasio (1992). (Contains 18 references.) (AEF)

ED 449 805 IR 057 974

McClure, Charles R.; Fraser, Bruce T.; Nelson, Timothy W.; Robbins, Jane B.
Economic Benefits and Impacts from Public Libraries in the State of Florida. Final Report.
SPONS. AGENCY- Florida State Library, Tallahassee.
PUB DATE- 01
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Services; Data Analysis; *Economic Development; Information Services; Library Materials; *Library Role; *Library Services; *Library Statistics; Library Surveys; *Public Libraries; Tables (Data)
IDENTIFIERS- Florida

The purpose of this study was to identify and describe the questions law libraries receive. In certain instances, law libraries provide enhanced services that public and academic libraries do not. Although they provide traditional bibliographic verification to a certain extent, they also perform two hybrid forms of this service by verifying the information contained within legal citations and checking the authoritative status of cases and statutes. To the extent they all provide ready reference services, the results were highly institution specific. They more readily agreed on the types of true reference services provided to diverse patrons. Although the types of research assistance they provide differ in significant respects, for the most part, they are patron dependent. Two of the law libraries in this study also provide a novel service that is identified as "Reference Service On-the-Fly." The overwhelming majority of librarians initially categorized the subject matters on which they serve their patrons in terms of jurisdictional boundaries, rather than traditional subject categories. However, each library has also cultivated and developed specialties based on the needs of their patrons. Although all the libraries prefer to provide reference services in person, they also conduct telephone reference. While three of the libraries have begun to explore the possibilities presented by email reference and hope to engage in more cyber reference in the future, this remains a developing area. (Contains 11 references.) (AEF)

ED 449 823 JC 010 128

The University of Maine at Augusta at the Lewiston-Auburn College Mission Statement and Long Range and Facilities Plan.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Educational Finance; Educational Planning; Higher Education; *Institutional Mission; Mission Statements; *Organizational Objectives; *Strategic Planning
IDENTIFIERS- *University of Maine Augusta

This document presents the strategic planning goals and mission statement of the University of Maine Augusta at Lewiston-Auburn College. The first and longest section outlines objectives concerning the college's academic programs including full-time and part-time faculty instruction, the core curriculum, strengthening the information infrastructure, and the implementation of new academic programs in the health and computer sciences, legal, financial services, library information technology, and business and public administration. The first section also includes goals related to student services and increasing student enrollment, satisfaction and success. The second section sets the objectives necessary for assuring fiscal stability and increasing cost effectiveness. The third section discusses goals related to student enrollment, retention and graduation rates. The objectives set in this area include implementation of the institutional student recruitment plan, development of marketing strategies to increase enrollments in distance education, strengthening the financial aid and scholarship program, and further public image building. The last sections discuss goals for assessment and institutional research activities, auxiliary services, and institutional advancement activities. (KS)

Tables 1 through 11 present data for the entire college. Table 1 shows that enrollment at Cuesta College continues to increase and is now at an all-time high of 9,732 students--a 5.5% increase from fall 1999. Continuing students constitute just less than 50% of the student body. The remaining students are new, transferring in, or returning to Cuesta. Table 2 indicates a slight increase in the proportion of students taking only day classes (43.4% in 2000 compared to 41.8% in 1999). Accordingly, the proportion of students enrolled in both day and evening classes has decreased from 36.3% in 1999 to 34.0% in 2000. Table 11 shows the educational objective for attending Cuesta College as stated by students. The information regarding goals and objectives is obtained from the student's original application for admission to Cuesta. Tables 12-21 show student characteristics and enrollment trends by Cuesta's 3 educational regions: North County campus, San Luis Obispo campus, and South County campus. Both the North County campus and the San Luis Obispo campus showed impressive growth between 1999 and 2000. (Contains 21 tables and 29 figures. Appendices show enrollment history from 1965 to 2000, the number of students residing in the various parts of the County, and a Venn diagram form for the number of students attending each individual Cuesta campus.) (JA)

ED 449 844 JC 010 159

Comprehensive College Plan for 2000-2001.
PUB DATE- 00
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; Community Colleges; *Institutional Mission; *Organizational Objectives; *School Effectiveness; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *San Antonio College TX

The document describes San Antonio College's (Texas) strategic goals and objectives for 2000-2001. San Antonio College's comprehensive planning and evaluation process monitors the achievement of college-wide goals and initiatives supporting the college's Vision and Mission Statement and the Alamo Community College District's Strategic Plan. The completion of the college's Performance and Achievement Report enabled the Institutional Effectiveness Steering Committee to modify the college objectives, eliminating some that had been achieved and modifying others. College Strategic Goals and Objectives are listed under six college categories: Instruction, Student Services, Employee Development, Administrative Support, Community Support and Outreach, and All College. Included in this planning document is a list of ongoing activities, which are those actions a unit must continue to perform to fulfill its individual mission. Also included in the document is the strategic planning flow chart that is followed by the college. This chart identifies the ongoing nature of strategic planning which uses continuous evaluation for improvement. Some of the ongoing activities for the Division of Arts and Sciences include providing quality instruction in all architecture courses, coordinating project displays in exhibition areas, and coordinating jury evaluations of student work. (JA)

ED 449 845 JC 010 161

San Antonio College Fact Book, 1999-2000.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Finance; *Educational Trends; Enrollment; *Government School Relationship; *State Schools; *Statewide Planning; Student Characteristics; Student Employment; Two Year Colleges

This document presents an overview of trends and statistics pertaining to community colleges. The opening charts offer a national view of population served, tuition and revenue data, and popular degrees and career fields. The state-by-state section provides detailed information on each of the 50 states, plus the Pacific Islands and Puerto Rico. For each profile, an introduction summarizes "hot" issues based on interviews with community college representatives. Following each summary are detailed statistics on student characteristics, tuition, faculty salaries, expenditures, educational attainment, state demographics, and workforce issues. Although each state system is unique, the states often share common priorities and challenges. Several states have decided to merge disparate colleges or community and technical colleges into cohesive systems. More than ever, states and colleges pursue creative partnerships in order to respond effectively to industry needs and to create a more seamless transition among education sectors. States continue to invest heavily in technology programs and computer systems, and they seek to apply technology through various distance education options. Several states still enjoy the benefit of a healthy national economy, although a few are experiencing a decline in population and must work to help encourage economic growth. Contains 23 references. (JA)

ED 449 865 JC 010 185

Rosenfeld, Stuart A.; Kingslow, Marcia E.
Advancing Opportunity in Advanced Manufacturing: The Potential of Predominantly Minority Two-Year Colleges.
PUB DATE- 95
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; *Community Colleges; Educational Objectives; Employment Opportunities; *Labor Force Development; *Minority Groups; *Trade and Industrial Education; Two Year Colleges; Vocational Education

The study reported in this book investigated the capacities, capabilities, and potential of predominantly minority two-year colleges to provide a skilled workforce and assist minority-owned businesses with industrial modernization. The underlying research hypotheses are as follows: (1) certain segments of the populations are underrepresented in the ownership and management of industry and in the most technical positions; (2) community colleges are repositories of much of the skill and knowledge needed to enable U.S. companies to participate more fully in globally competitive businesses; (3) few high-quality industrial training programs and services for and relationships with industry exist among community colleges serving predominantly under represented populations; and (4) there is potential and motivation on the part of predominantly minority colleges to do more for and with industry. Reviews of the literature and national data, the survey of predominantly minority institutions, and the six case studies presented confirm the hypotheses advanced at the outset of the project.

care quality; and teacher characteristics. Chapter 2 describes the child care, kindergarten, and second grade classrooms observed, including a discussion of the continuity between child care and school environments. Chapter 3 describes the families of the participating children. Chapter 4 describes the children themselves. Chapter 5 presents the main findings of the study relating child care quality to children's outcomes and discusses their broader importance. Chapter 6 delineates the implications that follow from the findings and makes recommendations for policy and practice. The report concludes by asserting that high quality child care experiences, in terms of both classroom practices and teacher-child relationships, enhance children's abilities to take advantage of the educational opportunities as they enter kindergarten and through the early elementary school years. The report's three appendices contain additional data tables, technical information on measures and data analyses, and lists of papers reporting CQO findings. Contains 52 references. (KB)

ED 449 884   PS 029 168

von Feilitzen, Cecilia, Ed.
News from the International Clearinghouse on Children and Violence on the Screen (ICCVOS), 2000.
PUB DATE- 00
NOTE- 54p.; For 1997-1999 issues, see ED 438 943.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Advertising; *Children; Childrens Television; Foreign Countries; Mass Media; *Mass Media Effects; Mass Media Role; *Mass Media Use; Television Viewing; *Violence
IDENTIFIERS- Chile; Greenland; India; Media Education; Russia; Sweden; UNESCO; United States

This document is comprised of the year 2000 reports from the UNESCO International Clearinghouse on Children and Violence on the Screen. The two issues describe research findings concerning children and media violence, children's media use, and activities aimed at limiting gratuitous media violence. The first issue includes articles addressing children's media use in India, Chile, the United States, and Sweden, and adolescents' media use in Greenland. This issue also contains a section on children's TV programs on the global market. The second issue contains several articles on the media and children in Russia, along with sections on media violence, children and advertising, media for children, media literacy and children's participation, and regulation and self-regulation. Both issues contain a listing of relevant coming events. (EV)

ED 449 885   PS 029 169

Baenen, Judith
H.E.L.P.: How To Enjoy Living with a Preadolescent = AYUDA: Como Disfrutar de la Vida con un Preadolescente.
PUB DATE- 91
NOTE- 38p.; For more H.E.L.P., see PS 029 170.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Adamson, Peter; Micklewright, John; Wright, Anna
A League Table of Child Deaths by Injury in Rich Nations. Innocenti Report Card, Issue No. 2.
PUB DATE- 01
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Safety; *Children; Comparative Analysis; *Developed Nations; Foreign Countries; *Injuries; *Mortality Rate; Public Policy; *Well Being
IDENTIFIERS- *Child Mortality

Noting that injuries are the leading cause of child death in all the world's more developed countries, this report is the second in a series of "Innocenti Report Cards" designed to monitor the performance of industrialized nations in meeting the needs of their children. The report focuses on child death by injury in the member countries of the OECD (Organisation for Economic Co-operation and Development). A standardized league table is presented, ranking 26 nations according to their injury death rates for children age 1 to 14 years. The report notes that Sweden, the United Kingdom, Italy, and the Netherlands report the lowest injury death rates, below 7 per 100,000. The United States and Portugal report child injury deaths over twice the level of the leading countries, and South Korea has a rate four times higher. Overall, the likelihood of a child dying from injury has been falling steadily in recent years, with national variations in rate of decline. There is a clear relationship between child injury death and national wealth, although the relationship is far from fixed. Although most countries lack data, it is suggested that the risk of child injury death rises steeply with poverty. The likelihood of child injury or death is also associated with single parenthood, low maternal education, low maternal age at the child's birth, poor housing, large family size, and parental drug abuse. Child's gender and ethnic group is also related to injury death rates. The report concludes by asserting that overall, there is a lack of adequate data and research into exactly which children are most at risk, thus leaving prevention public policy efforts under-informed. (Contains 31 references notes.) (KB)

ED 449 905 PS 029 199

Rice, Mabel L., Ed.; Wilcox, Kim A., Ed.
Building a Language-Focused Curriculum for the Preschool Classroom. Volume I: A Foundation for Lifelong Communication.
PUB DATE- 95
NOTE- 248p.; For Volume II, see PS 029 200.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Language; Curriculum Development; English (Second Language); *Intervention; *Language Acquisition; Language Impairments; Outcomes of Education; *Preschool Curriculum; Preschool Education; Speech Language Pathology
IDENTIFIERS- Language Delayed; University of Kansas

Drawing on the successfully implemented practices used at the Language Acquisition Preschool at the University of Kansas, this comprehensive resource provides the theoretical background

Long, Mike; Frigo, Tracey; Batten, Margaret
The School to Work Transition of Indigenous Australians: A Review of the Literature and Statistical Analysis.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 98
NOTE- 263p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Bibliographies (131),Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Dropout Rate; *Education Work Relationship; *Educational Attainment; Educational Practices; *Employment; Foreign Countries; *Indigenous Populations; Labor Force Development; Limited English Speaking; Postsecondary Education; Public Policy; Rural Education; Secondary Education; Tables (Data); Unemployment; Vocational Education
IDENTIFIERS- *Aboriginal Australians; Australia

This report describes the current educational and employment situation of Australian Indigenous youth in terms of their pathways from school to work. A literature review and analysis of statistical data identify barriers to successful transition from school to work, including forms of teaching, curriculum, and assessment that pose greater educational challenges for Indigenous youth, as well as broader social issues such as racism, poverty, poor health, remote location, incarceration, and absence of employment opportunities. The report also highlights the need for improvements in educational outcomes as the key to improved results in the labor market. The literature review provides an overview of common features associated with successful transitions and programs, systemic weaknesses inhibiting success, relevant government programs, and issues and solutions at various youth transitions: primary to junior high school, junior high to senior high school, school to postsecondary vocational education, school to higher education, school to work, and unemployment to school or work. The statistical report uses data from the 1991 and 1996 censuses to examine the participation of Indigenous youth in education and their subsequent educational attainment and labor market participation. Data tables and analysis cover demography by geographic area and age, continuation in school to year 12 and dropout rates, participation in schooling and tertiary education, vocational education and training, higher education enrollment and persistence, educational attainment, labor market participation and assistance, and employment and unemployment in relation to educational attainment. An annotated bibliography contains 124 entries published 1988-98. (Contains 58 data tables.) (TD)

ED 449 924 RC 022 634

James, Richard; Wyn, Johanna; Baldwin, Gabrielle; Hepworth, Gary; McInnis, Craig; Stephanou, Andrew
Rural and Isolated School Students and Their Higher Education Choices: A Re-Examination of Student Location, Socioeconomic Background, and Educational Advantage and Disadvantage. Commissioned Report.
PUB DATE- 99
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; *Access to Education; *College Attendance; Disadvantaged; Education Work Relationship; Foreign

attachment to the extended family, being central. Other values include collectivism and reciprocity, lineality and "Power Distance" (social support of power differentials), simpatia, and present-time orientation. The La Casita program is based both on the traditional Social Model and 12-Step approaches to residential treatment and on Latino values, which are highly consistent with traditional chemical dependency treatment programming. Women are screened for parenting stress upon entering and identified for parenting interventions when appropriate. Women are assessed upon entering the program, exiting the program, and 6 months and 1 year following exit. Approximately half the women who enter La Casita graduate. Parenting stress is the major factor in leaving. Fifty-eight women have graduated from the program; of these, 80 percent were clean and sober 12 months following graduation. Two appendices depict percentages of La Casita graduates clean and sober, and ratio of program completers to dropouts, transfers, discharges, and those who could not reunify with their child. English and Spanish versions of a measure of individual risk and protective factors for recovering Latina mothers are included. (Contains 18 references.) (TD)

ED 449 941 RC 022 803

Harris, Elizabeth; McFarland, Joyce
The Assessment of Culture as a Protective Factor among Native Americans: The Survey of Nez Perce Culture.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Evaluation Association (Honolulu, HI, November 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; Adolescents; Adults; *American Indian Culture; Cultural Education; *Cultural Influences; Culture Conflict; Extended Family; Identification (Psychology); *Prevention; Reservation American Indians; *Substance Abuse; *Surveys
IDENTIFIERS- *Cultural Therapy; Healing; *Nez Perce (Tribe)

Protective factors were ingrained in the traditional Nez Perce way of life. The imposition of the White way of life introduced alcohol, suppressed protective factors, and facilitated the development of risk factors across all domains. For the past decade, the tribe has obtained federal funding for a variety of substance abuse prevention programs. These programs have included cultural therapy--culturally specific activities designed to revive the traditional Nez Perce way of life and its cultural protective factors. Since existing evaluation instruments did not recognize the unique contribution of culture, an instrument was developed which captured culture as a resource. Six areas of interest were delineated: spirituality; family life and traditions; recreation and celebration; culture; education, jobs, and life skills; and health and medicine. This instrument was administered to 110 tribal adults in 1995, 116 tribal youths in 1997, and 135 tribal youths in 1998. For both adults and youth, greater identification to Nez Perce culture (for youth, specifically spirituality) was related to lower alcohol use. Among youth, greater identification with spirituality was also related to lower drug use. Among youth, however, greater identification with bicultural peer associations, beliefs about education, and involvement in sports were related to higher alcohol and other drug use. (TD)

Blunch, Niels-Hugo; Verner, Dorte
Revisiting the Link between Poverty and Child Labor: The Ghanaian Experience. Working Paper.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attendance; *Child Labor; Children; Elementary Education; Enrollment Influences; Family Financial Resources; Females; Foreign Countries; Males; *Poverty; *Rural Urban Differences; *Sex Differences
IDENTIFIERS- *Ghana; Probit Analysis

The link between poverty and child labor has been regarded as a well established fact, but recent research has questioned the validity of this link. Starting from the premise that child labor is not necessarily harmful, this paper analyzes the determinants of harmful child labor, viewed as labor that directly conflicts with children's human capital accumulation, and attempts to identify the most vulnerable groups. Data were drawn from a 1997 household survey of Ghana, covering 14,514 households. Analysis focused on children aged 9-14. The economic model and econometric methodology used are discussed. Although the vast majority of children in Ghana were attending school, the incidence of harmful child labor increased with age, ranging from 1.2 percent at age 9 to 5.9 percent at age 14. Rural children were over twice as likely to engage in harmful labor than were urban children. Harmful child labor was more common among girls than boys and among children from poor households than those of nonpoor households. In addition, harmful child labor was positively related to parent being self-employed, family ownership of land and livestock, and the distances to the nearest primary school and the nearest secondary school. The findings suggest that there are structural differences in the processes underlying harmful child labor in Ghana across gender, across rural/urban location, and across poverty quintiles of households. (Contains 18 references.) (SV)

ED 449 959 RC 022 831

Sawada, Yasuyuki; Lokshin, Michael
Household Schooling Decisions in Rural Pakistan. Working Paper.
SPONS. AGENCY- Ministry of Education, Science, Sports, and Culture, Tokyo (Japan).
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Attendance; Econometrics; Elementary Secondary Education; *Enrollment Influences; Family Characteristics; *Family Financial Resources; *Females; Foreign Countries; Rural Areas; *Rural Education; Sex Differences; Womens Education
IDENTIFIERS- Home School Proximity; *Pakistan

A study of household schooling decisions in rural Pakistan found serious supply-side constraints on female primary education in the villages studied. Field surveys of 25 Pakistani villages were integrated with economic theory and econometric analysis to investigate the sequential nature of educational decisions. The full-information maximum likelihood estimation of the sequential schooling decision model uncovers important dynamics exam passing rates was due largely to the adoption among all schools of a uniform algebra exam combined with a system-wide uniform grading scale. High school differences in Algebra 1A exam performance were reported to the Board of Education on May 9, 2000. As part of a continuing analysis, the current report summarizes the connections between Algebra 1A exam performance and: (1) teachers' education levels; (2) years of teaching experience; (3) certification for math instruction, and (4) completion of pertinent in-service training courses. (ASK)

ED 449 980 SE 064 499

Gross, Susan
An Analysis of Middle School Mathematics Classroom Observation and Teacher Interview Data.
PUB DATE- 00
NOTE- 23p.; Produced by the Montgomery County Public Schools, Office of Shared Accountability.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; Educational Assessment; Knowledge Level; *Mathematics Achievement; *Mathematics Education; Middle Schools; Needs Assessment

As a result of questions arising from differences in performance on Algebra 1 final examinations by school during the 1999-2000 school year, students' middle school mathematics experiences have received renewed focus. Specific questions have arisen regarding whether all students are sufficiently prepared to handle algebraic content by grade 8 or 9, and whether teachers have different expectations for students based on demographic variables or the students' prior mathematics performance. In spring 1999, evaluation staff from the Office of Shared Accountability (formerly Department of Educational Accountability) observed middle school mathematics classes to provide needs assessment data for a grant proposal that was submitted to the National Science Foundation (NSF). This report brings together data obtained from the classroom observations and from teachers' comments to help shed light on the questions surrounding Algebra 1 performance. (ASK)

ED 449 981 SE 064 501

A Curriculum Management Audit of Mathematics Education in the Montgomery County Public Schools.
SPONS. AGENCY- Montgomery County Board of Education, Rockville, MD.
PUB DATE- 00
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; *Mathematics Achievement; *Mathematics Curriculum; *Mathematics Education
IDENTIFIERS- Montgomery County Public Schools MD

This document constitutes the final report of a Curriculum Management Audit of mathematics education in the Montgomery County Public Schools (Maryland). The audit was commissioned by the Montgomery County Public Schools Board of Education/Governing Authority within the scope of its policy-making authority. The audit was conducted June 5-9, 2000. Document analysis was performed off site, as was the detailed

This paper uses the results of the survey requested by the Scottish Office and sent to all 32 Scottish local authorities to report on patterns of change and their implications. The paper draws some general conclusions from the survey, namely: the number of pupils receiving instruction appears to be holding steady; services are still being provided; a fairly healthy range of musical activity is taking place; but, it cannot be denied that there have been pressures on instrumental services. Contains 4 tables and 40 references. (BT)

ED 450 004 SO 031 298

Stead, Joan; Closs, Alison; Arshad, Rowena
Refugee Pupils in Scottish Schools. SCRE Spotlights 74.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; Foreign Countries; *Immigrants; Interviews; National Surveys; Questionnaires; *Refugees; School Surveys; *Student Needs
IDENTIFIERS- *Refugee Assistance; *Scotland

While the recent arrival of Kosovar refugees has focused attention on the situation of incomers who live, work, and go to school with Scottish residents, Scotland has always been host to refugees from all over the world. This paper, based on a two-year study, provides illustrations of how refugee parents and pupils have faced up to the necessity and challenge of continuing (or beginning) their education in a new country, and how schools have understood and responded to the families and to their children's educational needs. The paper reports on a questionnaire sent to the 32 education authorities during the summer of 1997. It concludes that although there will be specific issues facing refugee pupils that may not be covered even with the best of policies and intentions, creating a whole-school ethos that actively respects and welcomes individual pupils and their families and promotes diversity will create a sound general base from which specific issues can be identified and addressed. (BT)

ED 450 005 SO 031 350

Grosvenor, Ian, Ed.; Lawn, Martin, Ed.; Rousmaniere, Kate, Ed.
Silences and Images: The Social History of the Classroom. History of Schools and Schooling, Volume 7.
PUB DATE- 99
NOTE- 288p.; Volume based on conferences held in Birmingham, England, in 1995 and Toronto, Canada, in 1996.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Historical Materials (060)
DESCRIPTORS- Comparative Education; Educational Anthropology; *Educational History; Elementary Secondary Education; Family History; Foundations of Education; Historiography; Oral History; Primary Sources; Social History; Sociocultural Patterns

This collection of essays is drawn from a series of international seminars in which participants explored different methodologies for writing social history of the classroom. The collection features 13 essays divided into 3 parts: Part 1, "Raising Questions about Classroom History," contains: (1) "Sneaking into School: Classroom History at Work" (Kristof Dams, Marc

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Art Education; Benchmarking; *Dance; Dance Education; Elementary Secondary Education; *Music; Music Education; Public Schools; *State Standards; Student Development; *Theater Arts; *Visual Arts
IDENTIFIERS- Cultural Content; *South Dakota

These South Dakota fine arts content standards identify what students must know and be able to do. This document is a compilation of numerous sources and many years of experience in the teaching of fine arts. For each discipline (dance, music, theater/dramatic arts, and visual arts) the document gives an introduction and definition, multiple standards with rationale and grade level benchmarks, and a glossary. Contains a 7-item fine arts bibliography. (BT)

ED 450 028 SO 032 514

K-12 Curriculum Framework for the Arts.
PUB DATE- 00
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Art Education; Benchmarking; Dance; Dance Education; Elementary Secondary Education; Music; Music Education; Public Schools; *State Standards; Student Development; Student Evaluation; Theater Arts; Visual Arts
IDENTIFIERS- National Arts Education Standards; *New Hampshire

This curriculum framework for the arts defines expectations for student learning in the arts in New Hampshire. The framework standards do not comprise a curriculum with designated course offerings, teaching methods, or materials; instead, they provide a vision for the future, outlining expectations for student learning at the end of grades 4, 8, and 12. The framework provides balanced, comprehensive, and sequential guides for instruction in the four arts disciplines: dance, theater, music, and visual arts. Each discipline includes a purpose statement, curriculum standards, and proficiency standards. The framework was guided by the broad goals in the National Standards for Arts Education. Lists 16 works consulted. (BT)

ED 450 029 SO 032 517

Cornett, Jeffrey W.; Dziuban, Charles D.; Moskal, Patsy D.; Setenyi, Janos
An Evaluation of "Citizen in a Democracy" ("Polgar a Demokraciaban"), Orszagos Kozepiskolai Verseny, 1997-1998.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 81p.; For other evaluations of "Citizen in a Democracy," see SO 032 518-519.
LANGUAGE- English; Hungarian
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Comparative Education; *Educational Change; Educational History; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Language Role; *Minority Groups; *Official Languages; Russian; Social Integration
IDENTIFIERS- Educational Issues; *Estonia; Language Policy; *Russian Speaking

This thesis, covering the years 1918-2000, is divided into four chapters. Chapter 1 reviews the interwar history of non-Estonian education with particular emphasis on the diversity of the non-Estonian population, the legislation protecting the right of minority groups to mother tongue instruction, and the inclusion of Estonian language and civics courses in the curricula of non-Estonian schools. Chapter 2 examines the Soviet period with an emphasis on population shifts, the destruction of all non-Russian minority education, and the lack of attention to Estonian language in the Russian school curriculum. This chapter considers the debates over language and education in Estonia during the "glastnost" period. Chapter 3 examines the post-communist reforms in language education with particular attention to varying conceptions of integration, the need for improved Estonian-language programs in Russian schools, resistance to governmental reform, and the lack of material and human resources in Russian schools. Chapter 4 argues that the changes in Estonian-language programs stem primarily from grassroots efforts and examines experimental language-programs both within and outside the formal school system. Concludes with the findings of the thesis and issues for further research. Contains 3 maps, a figure, extensive chapter notes, and 138 sources. (BT)

ED 450 050 SO 032 562

Illinois Youth Summit, 2001. Resource Guide for Students and Teachers.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 01
NOTE- 50p.; Funded in part by the Illinois Violence Prevention Authority.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Responsibility; *Guns; High School Students; High Schools; *Public Policy; *Safety; Service Learning; Social Studies; State Programs; *Violence; *Youth Problems
IDENTIFIERS- Constitutional Rights Foundation; Illinois; Racial Harassment

Now in its seventh year, the Illinois Youth Summit focuses on issues of violence affecting youth. On December 5, 2000, representatives from 21 high school classrooms across Illinois met to determine youth safety issues of greatest relevance to students across the state. These students identified three sources of violence to address at the 2001 summit: disproportionate minority confinement/racial profiling, guns, and public morality. On May 1, 2001, student teams representing 24 high schools will meet with policymakers at the 2001 Illinois Youth Summit to address these issues of violence. This resource guide is designed to help prepare teachers and students for the summit. The guide provides resources and tools for understanding pending or current legislation directly

Shaker, Paul
Teacher Testing: A Symptom.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; Evaluation Methods; Knowledge Base for Teaching; Performance Based Assessment; Politics of Education; Public Education; Standardized Tests; State Standards; *Teacher Certification; *Teacher Evaluation; *Teacher Qualifications; Teaching Skills
IDENTIFIERS- Pragmatism; Teacher Knowledge

Current teacher testing is a symptom of what is wrong with American public education, rooted in invalid generalizations of method from one discipline to another. America's top educational policymakers are rarely educators, instead tending to be political leaders. The Interstate New Teacher Assessment and Support Consortium (INTASC) has produced a useful expression of model core standards for licensing teachers. Prototype classroom performance assessments and the INTASC Test of Teaching Knowledge are also being developed. Examining the 10 principles, and their subcategories of knowledge, dispositions, and performances, demonstrates how elusive teaching professional qualities are when attempting to reduce them to standardized testing. Nonetheless, political decisionmakers argue that standardized tests are what is available and economical today in teacher testing (making the assumption that questionable testing is better than no testing). Policymakers give little attention to the predictive validity of standardized instruments. The National Board for Professional Teaching Standards has adopted performance assessment, which is considered fair and accurate, as its methodology. Though pragmatic responses to social problems have characterized American democracy, they are missing in teacher education. Pragmatism competes with lesser dispositions associated with denial, prejudice, and false optimism in the realm of teacher supply and quality. (Contains 20 references.) (SM)

ED 450 072 SP 039 588

Preston, Barbara
Teacher Supply and Demand to 2005: Projections and Context.
PUB DATE- 00
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Demand; Elementary Secondary Education; Employment Patterns; Foreign Countries; Higher Education; Preservice Teacher Education; Tables (Data); Teacher Certification; Teacher Recruitment; Teacher Student Ratio; *Teacher Supply and Demand; Teachers; Teaching (Occupation)
IDENTIFIERS- *Australia

This report presents projections on teacher supply and demand in Australia. Section 1 introduces the report. Section 2 examines the nature and scope of the projections. Section 3 discusses uses and interpretations of such projections and their findings, offering constructive responses. Section 4 outlines the historical context of school enrollments, teacher numbers, and teacher education in Australia. Section 5 presents a

World Championships in Athletics Backgrounder"; and "Glossary." (SM)

ED 450 091 SP 039 765

Smoke Screeners: An Educational Program To Help Young People Decode Smoking in the Movies. Moderator's Guide.
PUB DATE- 00
NOTE- 21p.; Fifteen minute videotape and poster are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; Comprehensive School Health Education; *Films; *Health Behavior; Health Promotion; High School Students; High Schools; Middle School Students; Middle Schools; *Smoking; Student Behavior; Videotape Recordings
IDENTIFIERS- *Media Literacy; Risk Reduction; Risk Taking Behavior

This educational program, which includes a moderator's guide and a videotape, is designed to help educators teach media literacy skills regarding smoking to students in middle and early high school. The moderator's guide helps teachers conduct an engaging discussion and provide followup educational activities around the Smoke Screeners program video. The 15-minute video is a fast-paced show designed to expose unrealistic portrayals of smoking in the movies as well as the real life dangers of tobacco. It encourages youth to be lifelong critical thinkers and critical viewers. The moderator's guide presents a welcome to the program and describes the program components. The five program steps are: preparing for the videotape (general discussion about favorite movies); introducing the video by asking questions about smoking in the movies; showing the 15-minute video; discussing the video; and introducing Smoke Screeners activities. The guide also includes a collection of reproducibles, a glossary and resource sheet, and a resource and information sheet. (Contains 21 references.) (SM)

ED 450 092 SP 039 766

The Future of Teaching and Learning: Challenging Standards and High Expectations. Satellite Town Meeting #73. Videotape .
SPONS. AGENCY- Target Stores/Dayton Hudson Corp.
PUB DATE- 00
NOTE- 0p.; Also sponsored by the Bayer Foundation and Proctor & Gamble Fund. Broadcast and cable partners include Discovery Communications, the Public Broadcasting Service, Apple Computers, NASA, and Chanel One.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Academic Achievement; Academic Standards; Computer Uses in Education; *Educational Improvement; *Educational Quality; Educational Technology; Elementary Secondary Education; *Excellence in Education; Faculty Development; Partnerships in Education; Teacher Competencies; Teacher Expectations of Students; Teaching Skills; Videotape Recordings

This 60-minute VHS videotape of a U.S. Department of Education Satellite Town Meeting focuses on the future of learning in U.S. schools and what it will take to create challenging, exciting, high performing schools. It explains that there

Educational Policy; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Teacher Shortage
IDENTIFIERS- State Policy

To address concerns over teacher shortages, many states have begun to turn to alternative certification programs. Today, 115 programs exist in over 40 states, and more than 250 colleges and universities are currently involved in some type of alternative preparation. This policy brief examines what alternative certification is, discusses different approaches taken by different states to ensure quality, and looks at the types of candidates who apply to alternative certification programs (e.g., second career seekers, recent college graduates who decide they want to become teachers, and groups that are underrepresented in the classroom such as minorities and male elementary teachers). It also presents guidelines for school districts (program design and delivery, teacher recruitment and selection, assessing teacher qualifications and knowledge, quality assurance through the trial period, and responsibility for teacher preparation and evaluation standards). The final two sections focus on issues relevant to state policymakers and public accountability. A sidebar presents guidelines for alternative teacher certification programs. (Contains 16 references.) (SM)

ED 450 112 SP 039 788

Speck, Marsha; Knipe, Caroll
Why Can't We Get It Right? Professional Development in Our Schools.
PUB DATE- 01
NOTE- 289p.; Forward by Linda Lambert.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Standards; Adult Learning; Elementary Secondary Education; *Faculty Development; Inquiry; Inservice Teacher Education; Leaders; Program Development; Program Evaluation; School Districts; *Teacher Improvement; Teacher Responsibility; Teacher Role
IDENTIFIERS- Learning Communities

This book offers new practices for raising student achievement as it advocates for responsible changes in the policies, structures, and operations of schools, providing a perspective to help educators face the challenges of professional learning on a personal level. Its 11 sections focus on: (1) "Introduction: Essential Questions about Professional Development"; (2) "Focusing Professional Development in a Standards-Based System"; (3) "Creating a Culture for a Learning Community"; (4) "Addressing Teacher Work Concerns Through Professional Development"; (5) "Promoting Individual Growth Through Professional Learning"; (6) "Challenging Districts Sustain Professional Growth"; (7) "Designing Your Own Model"; (8) "Tools for Implementing a Professional Development Design"; (9) "Evaluating Professional Development"; (10) "Revisiting Past Perspectives to Underscore the Need for Change"; and (11) "Facing the Emerging Issues and Challenges of Professional Learning." The chapters begin with a scenario about the topic, then discuss why the topic is important, present information on the topic, and offer relevant links on the World Wide Web. (Contains 107 references.) (SM)

ED 450 113 SP 039 789

not do a good job in predicting first-year grades. There was no evidence of racial or ethnic bias in the FSAT scores. Certain combinations of variables were able to predict first-year grade point averages far more accurately than was possible when the same variables were used individually. If CUNY chooses to continue to devote substantial resources to remediation, rather than raising standards for admissions, the process of determining who is to get remedial instruction should be improved. It is also recommended that CUNY require all students to take the SAT to provide an external, independent, and standardized benchmark of student ability. If CUNY decides to raise admissions standards, it should do so on the basis of high school grade point average and SAT, but the university should monitor the effects of any changes in admissions policy carefully. An appendix contains statistical data from the study. (Contains 5 figures, 15 tables, and 8 references.) (SLD)

ED 450 134 TM 032 324

Allen, Lili
Competencies That Count: Strategies for Assessing High-Performance Skills. LAB Working Paper No. 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Competence; Educational Assessment; Elementary Secondary Education; Employers; *Evaluation Methods; *Performance; *Personnel Evaluation; *Student Evaluation
IDENTIFIERS- *High Performance Skills

This guide provides a "road map" to the various ways that schools and employers assess high-performance competencies, such as problem solving, information management, and communication and negotiation skills. The guide begins with a brief analysis of why it is important to assess these skills in light of the current standards environment in education and key trends in the economy. The guide includes an overview of tools and materials for assessing high-performance competencies and profiles of selected tools and materials. The methodologies range from "off-the-shelf" short answer tools to relatively expensive hands-on assessments. The profiles range from simples descriptions of existing materials to extended narratives of program or system development. Several of the strategies, especially those in the section on competency assessment in schools, outline processes that schools and school systems have developed in collaboration with partners. The tools are grouped into the following sections: (1) on-demand tests, both multiple choice and short answer; (2) self-assessments; (3) competency assessment in schools; (4) competency assessment in the workplace; and (5) competency assessment in adult education settings. This guide can be a starting point for those who want to equip young people with a broad range of cross-cutting high-performance skills to help them succeed in postsecondary education and the changing economy. (SLD)

ED 450 135 TM 032 325

Castellon-Wellington, Martha

researchers must understand the fundamental assumptions. The purpose of this paper is to evaluate one of the assumptions of multivariate analysis, normality. Overall, normal distributions are unimodal and symmetrical, and they have coefficients of skewness and kurtosis equal to 0. The specific requirements for univariate and multivariate normality are discussed. Graphical and statistical techniques are reviewed that estimate univariate, bivariate, and multivariate normality. The use of specialized computer programs for multivariate normality is also discussed. An appendix contains the Statistical Package for the Social Sciences syntax for evaluating multivariate normality. (Contains 2 tables, 7 figures, and 13 references.) (Author/SLD)

ED 450 156 TM 032 346

Rollins, Dahl A.
There Are Infinitely Many Univariate Normal Distributions: Distribution "Bells" Come in Many Appearances.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Heuristics; *Scores; *Statistical Distributions
IDENTIFIERS- *Normal Distribution; Normality Tests; *Univariate Analysis

Many univariate statistical methods assume that dependent variable data have a univariate distribution. Some statistical methods assume that the error scores are normally distributed. It is clear that the concept of data normality is an important one in statistics. This paper explains that, notwithstanding common misconceptions to the contrary, there are infinitely many normal distributions, each differing in appearance. The classic bell-shaped curve only depicts one single case of the infinitely many univariate normal distributions. The bell-shaped curve is the general shape of all normal univariate distributions, but the bells can have an infinite assortment of shapes and still be bells. A small heuristic data set involving scores of 100 people of a variable labeled "x" is used to illustrate this principle. (SLD)

ED 450 157 TM 032 347

Davis, Brandon
Experimentwise Type I Error: What Are They and How Do They Apply to Both Univariate Post Hoc and Multivariate Testing?
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Error of Measurement; *Multivariate Analysis
IDENTIFIERS- *Experimentwise Error; Post Hoc Tests; *Type I Errors; Univariate Analysis

This paper reviews the concept of experimentwise Type I error.

*Diversity (Student); Enrollment Trends; Governance; Internet; Multicultural Education; *Principals; Rural Schools; *Secondary Education; *Social Environment; Urban Schools

This report examines the demographic trends, social realities, and complexities that can potentially transform American secondary schools. It describes the nature of diversity in the world and nation and between and within states and school districts. Such information can be useful in selecting successful strategies for implementing changes in the country's diverse secondary schools. The report includes: "Introduction" (Gerald N. Tirozzi); "The World's Population: The Next 100 Years" (who will care for us when we are old, rich and poor people and nations, and the role of corporations and nations); "The U.S. Population as Part of the World's Six Billion People" (e.g., minorities and majorities, diversity, the baby boom ages, the blurring of racial identity, economic desegregation, race and national origin, the increasing number of elderly, leading a school full of strangers, metropolitan areas, and rural schools); "Schools and Principals in a Changing Social Context" (principals and schools, the issue of paid non-teaching staff, and principal problems); "Specific School-Site Issues Facing Principals" (e.g., where enrollment increases will occur in the future, whether the Internet holds promise for reducing the number of high schools, and how curriculum and school governance will change); and "Conclusions" (diversity in the world and in the United States, principals and diversity, and recommendations). (Contains 14 references.) (SM)

ED 450 176 UD 033 995

Nichols-Casebolt, Ann; Morris, Patricia McGrath
Making Ends Meet: Private Food Assistance and the Working Poor. Discussion Paper No. 1222-01.
PUB DATE- 01
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; *Hunger; *Low Income Groups; *Poverty
IDENTIFIERS- *Food Assistance Programs; Food Banks; Food Stamp Program; Virginia

This study examined characteristics of employed households dependent upon private nutrition programs to help make ends meet. Data were derived from an ongoing study of households receiving food assistance from Virginia food pantries and soup kitchens. In 1997, researchers produced a list of all food pantries and soup kitchens in one region and contacted a randomly selected sample of program participants. The 1997 sites were contacted again in subsequent years. Respondents at each site completed a brief interview that asked about: total number in the household; number of children; respondent's age; age of youngest child; single parent status; educational level; citizenship; race/ethnicity; employment status; receipt of food stamps and Temporary Assistance for Needy Families; and recent loss of public benefits and other hardships during the past 6 months. Over one-third of respondents were currently employed, and a large percentage had demographic characteristics that did not bode well for their ability to earn high enough wages to meet basic family needs without assistance (less than a high school education, single parent status, female gender, and low wages). Results showed low participation in the Food Stamp Program, even among people who may have been eligible. (Contains 26 references.) (SM)

IDENTIFIERS- Aid to Families with Dependent Children; Time Series Analysis

Considerable research has been done on the relationship between Aid to Families with Dependent Children (AFDC) benefits and family structure. Evidence based on cross-state variation in welfare benefits and family structure indicates some nonzero effect of those benefits on marriage and fertility. It shows that time-series trends in family structure are not correlated in the direction suggested by cross-state evidence because real benefits have been falling, even relative to wages, in aggregate time series. This paper uses data from the 1968-96 March Current Population Survey to reexamine the time-series evidence, examining the role of wages in explaining trends in headship. Controlling for both male and female wages, welfare benefits have a slight positive affect on female headship even in time series. Results demonstrate the importance of labor market factors in explaining trends in female headship. The addition of female wages to a time-series headship equation reverses the sign on the AFDC benefit from negative to positive and makes them more positive. Adding the male wage to the equation makes the benefit coefficient even more positive. The paper outlines an economic model of female headship incorporating wage and benefit effects in a simple way. (Contains 21 references.) (SM)

ED 450 196   UD 034 017

Bazemore, Gordon; Umbreit, Mark
A Comparison of Four Restorative Conferencing Models. Juvenile Justice Bulletin.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Adolescents; Community Involvement; *Delinquency; Family Involvement; *Juvenile Justice; Program Evaluation; *Sentencing; Victims of Crime; Youth Problems
IDENTIFIERS- *Juvenile Crime

This bulletin focuses on four restorative conferencing models within the juvenile justice system: victim-offender mediation; community reparative boards; family group conferencing; and circle sentencing. The bulletin first describes each of the four restorative justice models, presenting information on background, concept, procedures and goals, considerations in implementation, lessons learned from research, and sources of additional information. It then compares and contrasts the models on the following dimensions: origins and current applications; administrative and procedural aspects (eligibility, point of referral, staffing, setting, process and protocols, and management of dialog); and community involvement and other dimensions (participants, victim role, gatekeepers, relationship to the formal justice system, preparation, enforcement, monitoring, and primary outcomes sought). Next, the bulletin discusses various issues and concerns to be addressed in the development and implementation of restorative conferencing approaches. It also offers guidelines for clearly grounding interventions in restorative justice principles and includes a test for determining whether an intervention strengthens the community response to youth crime and creates new roles for citizens and community groups. (Contains 60 references.) (SM) economic impacts and benefits of Florida public libraries. The study objectives were to: describe the role of public libraries in economic development; identify and describe the range of specific activities and programs engaged in to support economic development; identify factors that contribute to the success of involvement in economic development; propose a study, based on findings reported here, to measure specific return on investment from public libraries; and offer recommendations and strategies for how public libraries in Florida might be more effective in supporting economic development. Data collection efforts involved a multi-method approach consisting of a literature review, focus groups, a financial analysis of Florida public libraries, a statewide sample survey of public library patrons, a survey of library directors and ranch managers, librarian service logs, and group interviews. Results indicate that patrons believe that public libraries contribute to their financial well being, provide economic benefits to local businesses, and support the prosperity of the community. Participants described numerous instances where economic benefits and impacts resulted from a range of public library services and programs. This study provides an important first step in documenting those impacts, describing programs and services that support economic development, and offering strategies that policymakers and the library community might use to enhance this service role. Appendices contain service logs; patron survey; directors/managers survey; group interview questions guide; group interview survey; economic benefit survey with estimated tax statement; and economic benefit survey without estimated tax statement. (Includes 72 tables and figures. Contains 39 references.) (AEF)

ED 449 806 IR 057 975

Adams, Chris
The Third Canadian Off Campus Library Services Survey, 1999.
PUB DATE- 00
NOTE- 153p.
LANGUAGE- English; French
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Access to Information; Comparative Analysis; Foreign Countries; Higher Education; Information Services; Library Automation; Library Collections; *Library Services; Library Statistics; *Library Surveys; Reference Services; Tables (Data)
IDENTIFIERS- Canada

Throughout 1999 and 2000, 234 academic institutions in Canada--66 university libraries and 168 college libraries--were asked to respond to a survey of library services for off campus users. Previous surveys were conducted in 1984 and then again in 1988. It was felt that with the advent of the World Wide Web, increased levels of library automation, and evidence of cooperative activities in time of economic restraint, that there would be sufficient changes to warrant a "third" survey 11 years later. Also, since the 1984 and especially the 1988 surveys were comparative, it would be beneficial to everyone if the 1999 survey provided "descriptive" information about each institution's off campus library support program as well as comparative data with the 1984 and 1988 surveys. Forty-four of 66 (67%) university and 24 of 168 (14%) college libraries responded to the survey enquiry. Of these, 34 (52%) of university and 18 (11%) of college libraries indicated that

ED 449 824 JC 010 134

Beachler, Judith
Executive Summary of the 1999 External Environmental Scan and the Internal Environmental Scan Report Card. Key Issues for Planning.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Educational Environment; Enrollment; *Environmental Scanning; Institutional Evaluation; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Los Rios Community College District CA

This document is the second in a series of summary reports outlining Key Issues for Planning useful to staff throughout the Los Rios Community College District (CA) for the 1999-2000 academic year and beyond. The 1999 Environmental Scan of Greater Sacramento provides a comprehensive look at the external environment. It outlines changes in the Greater Sacramento Consolidated Metropolitan Statistical Area that have broad implications for planning by the district and its colleges. The 1999 Environmental Scan Report Card provides a comprehensive internal review of the District's effectiveness in serving students. This document provides information about the economy of the Greater Sacramento area; population shifts; student enrollment patterns; student success including grades, completion rates, and transfer rates; and graduate employment. Improving recruitment efforts is particularly important in light of the fact that the 1998 graduate numbers increased by 7.4% over 1997, but Los Rios colleges only saw an increase of 4.1% in the number enrolling in 1998-99 over the 1997-98 academic year level. Comparative analysis in this report card provides information about which student groups have stronger and weaker performance so that Partnership for Excellence dollars can be most efficiently and effectively utilized to improve student success. (JA)

ED 449 825 JC 010 135

Annual Report, 1998/99: A Year of Transition.
PUB DATE- 99
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Outcomes Assessment; Foreign Countries; Government Role; *Higher Education; Institutional Evaluation; *Organizational Effectiveness; *Partnerships in Education; Program Evaluation; Public Education; *Schools
IDENTIFIERS- British Columbia

The annual report of the Centre for Curriculum, Transfer and Technology (British Columbia) summarizes the educational and operational activities of the year and signals important shifts in direction. Working with partners in the college, university college, institute and agency system, and with associates in universities and secondary schools, the Centre manages more than 300 separate projects and initiatives for the Ministry of Advanced Education, Training and Technology. An extensive consultation with administrators, faculty, and students has led to the creation of a document entitled Strategic Directions: A

PUB DATE- 00
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; College Programs; Community Colleges; Enrollment; *Enrollment Trends; *Institutional Characteristics; *School Demography; School Size; Two Year Colleges
IDENTIFIERS- *San Antonio College TX

The 1999-2000 San Antonio College (Texas) Fact Book includes the college profile, student profile, enrollment trends, personnel profile, and financial profile. In support of the mission of the Alamo Community College District, San Antonio College responds to Bexar County's diverse community by providing high-quality general education, liberal arts and sciences, career education, continuing education and developmental education. The college has an average semester enrollment of 21,000 credit students and an average annual enrollment of 15,000 other-than-credit students. San Antonio College is the largest single-campus community college in Texas and one of the largest in the United States. Continuing education provides nontraditional educational opportunities to meet the needs of students and employers in the San Antonio area. Evening course offerings include regular academic courses leading to college degrees and certified programs, developmental education courses, and other courses planned to be of community service and vocational interest to adults. The Instructional Innovation Center was established to provide training and assistance for faculty who want to enhance their instruction with new or innovative teaching techniques and technology. The Center provides a place for faculty to work with state-of-the-art equipment and software as well as obtain assistance and training with innovation such as classroom presentations using computers and multimedia. Contains charts and tables. (JA)

ED 449 846 JC 010 162

High, Clennis F.
A Broad View of Developmental Program Assessment Activities at Public Junior, Community and Technical Colleges: Evaluating the Evaluators. A Report for Dissemination.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Colleges; *Evaluation Methods; Evaluation Utilization; Institutional Characteristics; *Program Effectiveness; Qualitative Research; *Remedial Programs; School Surveys; *Technical Institutes; *Triangulation; Two Year Colleges

This study evaluates how various colleges across the country determine the effectiveness of their remedial/developmental programs. The author sectioned the country into 4 quadrants and solicited participation from 80 randomly selected colleges. A total of 50 colleges (63%) responded from over 30 states. Using personal interviews, case studies, document review, and written communications to collect data, the study sought to: (1) add information to the existing literature; (2) examine practicality of a "best practices" with respect to specific college characteristics; and (3) explore evaluations at some

Recommendations are provided to address minority colleges' needs for greater resources and expertise, stronger credentials and relationships with industry, and increased access of minorities at all levels in high performance manufacturing. (JA)

ED 449 866 JC 010 186

Institutional Effectiveness Report, 1998-99.
PUB DATE- 00
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Institutional Evaluation; *Institutional Mission; Labor Force Development; *Program Effectiveness; Program Evaluation; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Houston Community College System TX

This report evaluates the institutional effectiveness of the Houston Community College System for the 1998-1999 fiscal year. Part 1 describes the institution's progress toward eight strategic goals outlined in 1996-97: promoting student success, improving student access, ensuring responsive curricula, building new and varied partnerships, strengthening institutional resources, increasing technological capability, expanding community outreach, and demonstrating continuous improvement. Tables illustrate the overall status of each goal. It appears that the objective to increase by 50% the number of certificates and degrees awarded seems to have been too ambitious. Also, additional work must be done to expand community outreach. Part 2 identifies seven indicators that are critical in measuring the institution's effectiveness in fulfilling its mission: access and equity, student progress/satisfaction, workforce programs, university transfer, lifelong learning, cultural activities, and institutional support. The performance of each of these indicators is evaluated with a rating of "satisfactory" or "unsatisfactory." Overall, HCC's performance is not as satisfactory as it was in the last report, and there is cause for concern in the area of institutional support and the downward trend that the data present. Finally, part 3 summarizes the status of the educational program review process. (MP)

ED 449 867 JC 010 189

Phifer, Paul
Great Careers in Two Years: The Associate Degree Option. High Skill and High Wage Jobs Available through Two-Year Programs.
PUB DATE- 00
NOTE- 350p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Associate Degrees; Career Education; *Career Planning; *Community Colleges; Education Work Relationship; *Employment Opportunities; Job Training; *Labor Force Development; Two Year Colleges; *Vocational Education

This book explores high-skill and high-wage jobs available through two-year programs. It identifies 100 high-need occupational areas, and discusses "hot" programs and starting salaries for graduates of dental hygiene, manufacturing, process technology, telecommunications, physical therapy

DESCRIPTORS- Adolescent Behavior; Adolescent Development; Behavior Change; Behavior Development; *Child Rearing; *Developmental Stages; Emotional Adjustment; Middle School Students; Middle Schools; *Parent Child Relationship; Parent Materials; *Preadolescents

Noting that young adolescents are very much affected by their families, this booklet, in both English- and Spanish-language versions, was prepared for parents/guardians of children ages 10-15 to help them provide the support needed by a child undergoing some of the most dramatic changes in a lifetime. The booklet describes typical behavior of preadolescents and offers advice to parents on responding appropriately. Topics covered in this booklet include: (1) getting ready for changes; (2) forgetting; (3) irritability; (4) power plays; (5) friendships; (6) chores; (7) worries; and (8) joys. (EV)

ED 449 886 PS 029 170

Baenen, Judith
More H.E.L.P.: How To Enjoy Living with a Preadolescent.
PUB DATE- 92
NOTE- 20p.; This booklet is not available in Spanish. For original H.E.L.P. booklet in both English and Spanish, see PS 029 169.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Behavior; Adolescent Development; Behavior Development; *Child Rearing; *Developmental Stages; *Emotional Adjustment; Middle School Students; Middle Schools; *Parent Child Relationship; Parent Materials; *Preadolescents

Noting that early adolescence is a time of tremendous growth and change for both youth and their families, this booklet, the second in a series prepared for parents/guardians of children ages 10-15, is intended to help parents adapt to these changes. The booklet describes typical behavior of preadolescents and offers advice to parents on responding appropriately. Topics covered in this booklet include: (1) there is no "normal"; (2) preadolescents' tendency to deny; (3) their need for privacy; (4) their learning to accept consequences; and (5) their blossoming idealism. (EV)

ED 449 887 PS 029 172

Daly, Kerry
It Keeps Getting Faster: Changing Patterns of Time in Families. Contemporary Family Trends.
PUB DATE- 00
NOTE- 39p.; Includes 1998 General Social Survey data. Also available in French.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Employed Parents; *Family Life; *Family Work Relationship; Time; *Time Management; Trend Analysis

This paper addresses the perceived shortage of time experienced by families today. Following an introduction about the hurried pace of family life, the paper discusses: (1) forces that have shaped the accelerated pace of change (changed families, effects of technology, intensification of work); (2) broadening and practical framework needed to create an effective language intervention program at the preschool level. The book is intended for professionals seeking to improve the language skills of preschoolers who have speech and/or language impairments, who have typical language skills, or who are learning English as a second language--all in the same environment. The chapters of the book are: (1) "Creating a Language-Focused Curriculum for Preschool Children" (Mabel L. Rice); (2) "Language Acquisition and Language Impairment" (Mabel L. Rice); (3) "The Rationale and Operating Principles for a Language-Focused Curriculum for Preschool Children" (Mabel L. Rice); (4) "Language Intervention in a Preschool Classroom--Implementing a Language-Focused Curriculum" (Betty H. Bunce and Ruth V. Watkins); (5) "Speech Intervention in a Language-Focused Curriculum" (Kim A. Wilcox and Sherrill R. Morris); (6) "A Language-Focused Curriculum for Children Learning English as a Second Language" (Betty H. Bunce); (7) "'Come Buddy, Help, Help Me!' Verbal Interactions with Peers in a Preschool Language Intervention Classroom" (Pamela A. Hadley and C. Melanie Schuele); (8) "Collaborating with Families" (Julie F. Sergeant); (9) "Language Outcomes of the Language-Focused Curriculum" (Mabel L. Rice and Pamela A. Hadley); (10) "Speech Outcomes of the Language-Focused Curriculum" (Kim A. Wilcox and Sherrill R. Morris); (11) "Life after LAP Language Acquisition Preschool " (Julie F. Sergeant); and (12) "The Language-Focused Curriculum in Other Settings" (Betty H. Bunce, Ruth V. Watkins, Julia Eyer, Terri Torres, Susie Ray, and Janet Ellsworth). Each chapter contains references. (HTH)

ED 449 906   PS 029 200

Bunce, Betty H.
Building a Language-Focused Curriculum for the Preschool Classroom. Volume II: A Planning Guide.
PUB DATE- 95
NOTE- 424p.; For Volume I, see PS 029 199.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Language; Curriculum Development; Developmentally Appropriate Practices; English (Second Language); *Intervention; *Language Acquisition; Language Impairments; *Learning Activities; Outcomes of Education; *Preschool Curriculum; Preschool Education; Speech Language Pathology
IDENTIFIERS- Language Delayed; University of Kansas

A language-focused curriculum emphasizes the development of language skills as a key to learning. The curriculum is designed to be appropriate for 3- to 5-year-olds, whether having difficulty acquiring language, developing language skills at a typical rate, or learning English as a second language. Intended to accompany the first volume's practical framework for creating an effective language intervention program at the preschool level, this volume presents a semester's worth of ideas for creating a language-focused preschool curriculum. In addition to addressing broad curricular issues, the volume provides detailed, day-to-day activities, successfully implemented at the Language Acquisition Preschool at the University of Kansas. Activities are organized around central themes for each week--focal topics that give children a context for communication and create naturally occurring instances for intervention. For each theme,

Countries; Geographic Isolation; High School Students; Higher Education; Paying for College; Public Policy; Rural Education; *Rural Urban Differences; *Rural Youth; Secondary Education; Socioeconomic Influences; *Student Attitudes
IDENTIFIERS- *Australia; Rural Culture

The imbalances between the higher education participation of rural and urban Australians are significant and persistent. This study examined the attitudes, goals, and plans of Australian senior high school students via a survey of over 7,000 students in grades 10-12 in three states, complemented by interviews with about 350 students in 20 rural schools. Findings indicate that: (1) higher education participation for people in rural and isolated areas is affected less by distance from university campuses than by socioeconomic circumstances and the influences of rural social and cultural contexts; (2) rural students are more likely than urban students to perceive inhibitors to higher education such as the cost of living away from home or losing touch with friends, and to experience fewer encouraging factors such as parental encouragement or the belief that a university education will offer them an interesting and rewarding career; and (3) the cost of higher education is a serious barrier for rural students. Two cornerstone recommendations are for the creation of an integrated suite of education, family, and employment policies and the establishment of a high profile task force to oversee new initiatives in these areas. Seven other recommendations include exposing students to the value of higher education during their junior and middle years, introducing measures to reduce higher education costs for rural students, encouraging universities to seek enrollments from rural students, and improving prospects for graduate employment in rural Australia. Appendices contain details of methodology and percentages of rural, isolated, and lower-SES students at specific Australian universities. (Contains 36 references.) (TD)

ED 449 925 RC 022 635

National Indigenous English Literacy and Numeracy Strategy, 2000-2004.
PUB DATE- 00
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Child Health; Community Involvement; *Culturally Relevant Education; Educational Change; *Educational Objectives; *Educational Policy; Elementary Secondary Education; Equal Education; Foreign Countries; High Risk Students; *Indigenous Populations; *Literacy; Numeracy; Parent Participation; Preschool Education
IDENTIFIERS- *Aboriginal Australians; Australia

Australia's National Indigenous Literacy and Numeracy Strategy acknowledges that extra effort and resources will be required for Indigenous Australian children to achieve the recently enacted national educational goals. The principal objective of the strategy is to achieve English literacy and numeracy for Indigenous students at levels comparable to those achieved by other young Australians. Implementation will be carried out by developing greater self-esteem in Indigenous students; increasing parent and community involvement; targeted initiatives; coordinating government agencies' actions; development of cooperative plans by Commonwealth, state, territorial, and local governments; development with education

ED 449 942 RC 022 805

Johnson, Thomas G.
The Rural Economy in a New Century.
PUB DATE- 00
NOTE- 19p.; In: Beyond Agriculture: New Policies for Rural America; see RC 022 804.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agribusiness; Economic Development; *Futures (of Society); Geographic Isolation; Government Role; Internet; *Public Policy; *Quality of Life; Rural Areas; *Rural Development; *Rural Economics; *Social Change; Sociocultural Patterns
IDENTIFIERS- Electronic Commerce; *Globalization; Telecommunications Infrastructure

Technological change, globalization, and localization have changed rural economies. They have increased labor productivity, reducing the importance of labor costs in location decisions; decreased the importance of distance; increased the importance of economies of scale; and increased the role of local conditions and choices in determining community prosperity. With farm income representing less than 2 percent of total income nationwide, rural communities are less dependent on farming. Increased industrialization of agriculture has weakened the ties between farms and their communities, with many nonfarm rural residents concerned about environmental effects, tax limitations, and the impact of in-migration to fill low-wage jobs. However, the growing spatial concentration of industrial agriculture is increasing the dependency of more isolated rural areas on particular firms. "Connected" rural areas are growing and diversifying due to in-migration of relatively affluent, educated people seeking the rural life style. Such communities face serious land-use issues as they become more suburban. On the other hand, isolated rural communities have stable or declining populations. Telecommunications infrastructure is inadequate and costly, yet businesses and schools are becoming increasingly dependent on the Internet. Tax bases are declining, leaving school districts and community services with inadequate financing. These factors suggest that agricultural policy cannot continue to serve as rural policy. With current policies, the divergence between connected and isolated rural communities will continue. A new, nonagricultural rural policy could take advantage of decreasing demand for proximate labor, decreasing costs of distance, and increasing demand for space and the rural lifestyle and help rural communities contribute to the national economy. (Includes discussion transcript.) (TD)

ED 449 943 RC 022 806

Marshall, Ray
Rural Policy in a New Century.
PUB DATE- 00
NOTE- 22p.; In: Beyond Agriculture: New Policies for Rural America; see RC 022 804.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

of the gender gap in education, transitory income and wealth effects, and intrahousehold resource allocation patterns. The findings show that although school-entry rates were low in rural Pakistan (64 percent for boys and 24 percent for girls), the educational retention rate was high, and schooling progression rates became comparable between male and female students at higher levels of education. Moreover, a household's human and physical assets and income changes affected children's educational patterns significantly. These findings are consistent with theoretical implications of optimal schooling behavior under binding credit constraints. Finally, serious supply-side constraints on female primary education suggest the importance of supply-side policy interventions to Pakistan's rural primary education. Hiring more female teachers and providing more primary schools for girls closer to villages would improve the chances of rural Pakistani girls entering school and staying enrolled. Appendices summarize the field survey and present seven data tables. (Contains 63 references.) (SV)

ED 449 960 SE 063 286

McCann, Wendy Sherman, Ed.; Haury, David L., Ed.
Trends in Science Education Research, 1998: Taking the Annual Pulse of the Science Education Research Community.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Computer Assisted Instruction; Constructivism (Learning); Cooperative Learning; Elementary Secondary Education; Evolution; Integrated Curriculum; Learning Strategies; Periodicals; Professional Development; *Science Education; *Trend Analysis
IDENTIFIERS- Conceptual Change

This document contains summaries of research in science education for the year 1998 and provides easy access to research findings and a critique of research efforts. Contents include: (1) "Science Education Research Published in Professional Journals" (Judith Sulkes Ridgway and Hyonyong Lee); (2) "Science Education Research Papers, Monographs, and Electronic Documents" (Lynda C. Titterington and Youngsun Kwak); (3) "Science Education Dissertations and Theses" (Suzanne Shaw Drummer, Chris A. Ingersol, and Joyce C. Miller); (4) "Concept Representation and Modeling in Science" (Judith Sulkes Ridgway); (5) "Evolution Education" (Suzanne Shaw Drummer); (6) "Constructivist Perspectives of Teaching and Learning Science" (Youngsun Kwak); (7) "Computer-Based Learning in Science" (Lynda C. Titterington); and (8) "Integrating Science with Other School Subjects" (Hyonyong Lee). (YDS)

ED 449 961 SE 063 752

Domroese, Margret C.; Sterling, Eleanor J.
Interpreting Biodiversity: A Manual for Environmental Educators in the Tropics.
PUB DATE- 99
NOTE- 181p.; This manual is distributed in English, French, and Spanish. Supported by the Starr Foundation.

analysis of findings and site visit data. A curriculum audit is designed to reveal the extent to which officials and professional staff in a school district have developed and implemented a sound, valid, and operational system of curriculum management. Such a system, set within the framework of adopted board policies, enables the school district to make maximum use of its human and financial resources in the education of its students. When such a system is fully operational, it assures the district taxpayers that their fiscal support is optimized under the conditions in which the school district functions. The report indicates that students in Montgomery County exceeded the achievement levels of Maryland students and students nationally in mathematics. However, not all Montgomery County public school students are experiencing success equally. The recommendations include: (1) restructure system policies, plans, and actions to provide aggressive action to erase the excessive achievement gaps between socio-economic and ethnic groups in mathematics; and (2) redesign and implement a comprehensive and aligned staff development effort to better prepare teachers for improvement of teaching mathematics. (ASK)

ED 449 982 SE 064 504

Schwerin, Theresa
NASA Earth Science Enterprise 2000 Education Catalog.
PUB DATE- 00
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Earth Science; *Educational Technology; Elementary Secondary Education; Higher Education; *Informal Education; Interdisciplinary Approach; Preservice Teachers; *Science Curriculum; *Science Programs; *Space Sciences
IDENTIFIERS- *Systemic Change

The National Aeronautical Space Administration's (NASA) Earth Science Enterprise (ESE) produces a wide range of products for teachers and students and supports educational activities for all grade levels in cooperation with the NASA Headquarters Education Division. This catalog presents the diverse educational programs, products, and resources available for students, teachers, and faculty. Contents include: (1) Student Support, which includes enrichment activities and research opportunities for all educational levels; (2) Teacher/Faculty Preparation and Enhancement, which features enhancement activities and programs for preservice teachers, inservice teachers, and faculty; (3) Support for Systemic Change, which describes programs supporting the development of a systemic change; (4) Curriculum Support and Dissemination, which includes activities supporting elementary through college curriculum and focuses on the interdisciplinary approach; (5) Educational Technology, which describes advanced technologies used in science education programs; (6) Informal Education, which provides opportunities outside formal settings; (7) Earth Science Enterprise Education Products, which lists ESE products; and (8) NASA Resources for Educators. (YDS)

ED 449 983 SE 064 508

Arens, Sheila A.; Meyer, Rhonda D.

Depaepe, Frank Simon); (2) "Curriculum History as Lived History" (Ulla Johansson); (3) "Designing Teaching: The Classroom as a Technology," Martin Lawn; (4) "On Visualizing Past Classrooms" (Ian Grosvenor); (5) "Words about Classrooms: What Can One Letter Tell Us?" (Harry Smaller). Part 2, "Seeking Answers: Case Studies in a New Social History of the Classroom" contains: (6) "Reconstructing the Classroom Teacher, 1903-1945" (Philip Gardner) ; (7) "An Open-Ended Education: Problems in Reconstructing the History of an African-American Classroom" (Valinda Littlefield); (8) "Living the Life: Inside and Outside the Classroom" (Lars-Goran Hogman); (9) "Reading Made Strange: Context and Method in Becoming Literate in Eighteenth and Nineteenth Century England" (David Vincent); (10) "Reading Teachers' Mail: Using Women's Correspondence To Reconstruct the Nineteenth Century Classroom" (Jo Anne Preston); (11) "Carrying the Torch: African-American and White Female Teachers and Professional Culture in the Georgia Upcountry, 1920-1950" (Ann Short Chirhart); and (12) "Sixteen Years in a Classroom," Kate Rousmaniere). Part 3, "Raising Questions/Seeking Answers" contains: (13) "Silences and Images: Reading the Past." (Jaap ter Linden). (RJC)

ED 450 006   SO 031 399

Tibbitts, Felisa
Prospects for Civics Education in Transitional Democracies: Results of an Impact Study in Romanian Classrooms.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Conference of the Comparative and International Education Society (43rd, Toronto, Ontario, Canada, April 14-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Civics; Comparative Analysis; Foreign Countries; Grade 7; Grade 8; Instructional Effectiveness; Junior High Schools; Questionnaires; *Student Attitudes; *Student Reaction; Student Surveys
IDENTIFIERS- *Romania

An impact study was conducted in the 1994-95 and 1995-96 school years with a single cohort of Romanian students (n=109) who used experimental civics texts in the seventh and the eighth forms. The texts emphasized critical thinking, dialogue, and participatory methods of instruction. In addition to these "treatment" classrooms, comparison classroom students (attending the same school but receiving civics instruction using the official Ministry textbooks) were administered a student questionnaire. Closed-ended questions asked students to rate the importance of a series of proposed characteristics of a good citizen, as well as the importance of individual human rights listed in the survey. The two-page questionnaire included an open-ended question about what the students considered to be characteristics of a good citizen. Data from nearly 900 surveys were collected over the course of the study. Findings appear to confirm other studies that have shown a clear link between instructional methodology and the development of participatory attitudes, or "civic behavior" of students. (Contains 9 tables and 12 references.) (BT)

ED 450 007   SO 031 439

Leiterman, Hannah, Ed.

DESCRIPTORS- *Citizen Participation; Citizenship; Citizenship Education; *Competition; *Democracy; Educational Research; Foreign Countries; International Programs; *Political Attitudes; Program Evaluation; Secondary Education; *Student Attitudes; Student Surveys; Teacher Surveys
IDENTIFIERS- CIVITAS; *Hungary; *Political Awareness

This evaluation of CIVITAS-Hungary's "Citizen in a Democracy" competition relied on the analysis of a survey instrument, student and teacher interviews, field notes, audio recordings, and program artifacts. The evaluation is concerned with the effects of the "Citizen in a Democracy" competition on students, schools, and families in Hungary and includes suggestions for improvement. The report contains the following sections: "Executive Summary"; "Introduction to the Evaluation"; "Civitas-Hungary Initiatives and the Development of 'Citizen in a Democracy'"; "Methods"; "The 'Citizen in a Democracy' Competition"; "The Structure of the Observed Learning Outcome (SOLO)"; "Survey Results"; "Student Free Responses"; "Teacher Responses"; "The 'Citizen in a Democracy' Protocol and the SOLO Taxonomy"; "Summary"; "Interviews and Observations"; and "Conclusion." Contains 9 notes, 12 figures, 5 tables, and 12 references. Appendixes contain a map of CIVITAS regions with communities, schools, and participants; national competition structure and themes; program; protocol for the Hungarian competition; student instrument for the competition; teacher instrument for the competition; narrative matrix for student free responses for competition; and sample digital photos. (BT)

ED 450 030   SO 032 518

Dziuban, Charles D.; Cornett, Jeffrey W.; Moskal, Patsy D.
An Evaluation of "Citizen in a Democracy" ("Polgar a Demokraciaban"), 1998-1999 .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 118p.; For other evaluations of "Citizen in a Democracy," see SO 032 517-519.
LANGUAGE- English; Hungarian
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Citizen Participation; Citizenship; Citizenship Education; *Competition; *Democracy; Educational Research; Foreign Countries; International Programs; *Political Attitudes; Program Evaluation; Secondary Education; *Student Attitudes; Student Surveys; Teacher Attitudes; Teacher Surveys
IDENTIFIERS- CIVITAS; *Hungary; *Political Awareness

This evaluation of CIVITAS-Hungary's "Citizen in a Democracy" competition for 1999 extends the pilot study results obtained in 1998. The evaluation is concerned with the effects of the "Citizen in a Democracy" competition on students, schools, and families in Hungary. The report contains the following sections: "Executive Summary"; "The 'Citizen in a Democracy' Competition"; "Data Collection Scoring Protocols" ("Surveys"); "Final Competition Scoring Protocol"; "Data Collection Procedures"; "Data Analysis" ("Student Responses"; "Teacher Responses"; "Student Scores on the final Protocol"; "Structural Analysis of the Student Responses"); "Results" ("Student in the Regional Competition"; "Teachers in the Regional Competition"; "Students in the Final Competition"; "Teachers in the Final Competition"; "The Scoring Protocol for the Final Competition"; "The Structural Analysis of the Student Responses"); and "The 'Citizen in a Democracy' Summary and Conclusions" ("Students at related to these issues. In addition to public policy analysis, the guide asks teachers to look at their own communities and design a service project to address one of these issues of violence. The guide, outlining a curriculum which requires from one week to one month to complete, rests on two premises: (1) No single solution can fix all violence-related concerns; and (2) Everyone has responsibility for protecting youth from violence, including young people. Contains a list of supplemental Internet resources. (BT)

ED 450 051   SO 032 565

Hometown History: The Hometown History Activity Booklet.
SPONS. AGENCY- Girl Scouts of the U.S.A., New York, NY.
PUB DATE- 96
NOTE- 25p.; Developed by The History Channel.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Built Environment; *Community Change; *Community Study; Heritage Education; Historic Sites; *Local History; *Oral History; Primary Sources; Social Studies
IDENTIFIERS- Girl Scouts of the USA; *Historical Research

This booklet contains activities designed to investigate local history. The booklet's three activities will help young people learn fascinating stories from the past about their own neighborhoods. One activity is "Oral History," where a student can interview an older person about his or her experiences. Another activity is called "Building in Time," where a young person can study an historic building in the community. The third activity is called "Neighborhoods in Time," where a student can investigate changes in the community in history. Originally prepared as a community-involvement project for the Girl Scouts of the USA, these activities are appropriate for anyone interested in researching their community. (BT)

ED 450 052   SO 032 566

The American Presidency: A Glorious Burden. Teacher's Manual, Grades 4-12.
PUB DATE- 00
NOTE- 37p.; Produced with The History Channel. Support provided by Kenneth E. Behring, Chevy Chase Bank, Cisco Systems, Inc., Elizabeth and Whitney MacMillan, Heidi and Max Berry. Additional support provided by Automatic Data Processing, Inc., KPMG LLP, Sears, Roebuck and Co., and T. Rowe Price Associates, Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *History Instruction; Intermediate Grades; Internet; *Presidents of the United States; Secondary Education; Social Studies; Student Research; *United States History
IDENTIFIERS- National History Standards; Timelines; *White House

The History Channel worked with the Smithsonian National Museum of American History on the permanent exhibition, "The American Presidency: A Glorious Burden," and developed this teacher's manual for grades 4-12. The manual provides creative guidelines, useful resources, and teaching ideas. Teachers will find primary sources, suggestions for interdisciplinary activities, portfolio projects, and a time line similar to one showcased in the exhibition. The manual is divided into the national overview of the situation through the 1990s and offers findings of the projections in this report and a state-by-state summary. Tables and figures provide data on such areas as: school students, 1905-2005; teachers, all people with teaching qualifications, and all people in Australia 1996, age 25-64 years; students and teachers in Australian schools, 1955-2005; initial teacher education commencements, 1970-2000; projected surplus/shortage as a percentage of total primary and secondary teachers; projected primary and secondary supply as a percentage of projected demand; student-teacher ratios, 1990, 1995, and 1999; commencing education students, 1991 and 1998; and proportion of those with primary and secondary teaching qualifications who are teaching, 1996. (Contains 20 references.) (SM)

ED 450 073 SP 039 641

Mayes, Ann Shelton
Open University's Postgraduate Certificate in Education (UK): A Contribution to Teacher Quality, Diversity, Access and Retention through Distance Education and School-University National Partnerships.
PUB DATE- 00
NOTE- 9p.; Paper presented at the National Conference on Teacher Quality (Washington, DC, January 9-10, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; College School Cooperation; Distance Education; Diversity (Faculty); Elementary Secondary Education; Foreign Countries; Higher Education; *Nontraditional Education; *Open Universities; Partnerships in Education; *Preservice Teacher Education; Quality Control; Teacher Recruitment; Teacher Supply and Demand
IDENTIFIERS- United Kingdom

This paper describes the Open University's Postgraduate Certificate in Education, a postgraduate preservice teacher training program in the United Kingdom. The program provides access to the teaching profession for those who cannot train by conventional routes. It is characterized by: distance education; school-based partnerships; an explicit framework of outcome assessment standards; a portfolio model of formative and summative assessment; a network of support via local tutors, regional seminars, and workshops; a regional and national e-mail and e-conference system; national availability; and part-time, asynchronous, home-based study. This supported open learning and school-university partnership model has proved successful in recruiting trainee teachers in the context of a United Kingdom teacher recruitment crisis, widening access to the profession for underrepresented groups and promoting the professional dimension in teacher assessment. This teacher education model, and its systems, structures, and underlying principles, has been the basis of a number of successful international collaborations, including with the United States, where there are common issues of teacher quality, teacher recruitment, and school improvement. (SM)

ED 450 074 SP 039 647

Arends, Richard I.; Rigazio-DiGilio, Anthony J.
Beginning Teacher Induction: Research and Examples of Contemporary Practice.

cannot be excellent learning without excellent teaching. The 1985 National Teacher of the Year co-hosts this video along with the Principal-in-Residence, U.S. Department of Education. Guests panelists include teachers and administrators from schools and districts nationwide who have already created this vision for education in their own schools. Discussion focuses on such issues as: what is different about the teaching and learning in outstanding schools; a change in focus from inputs to outcomes; the importance of high quality teachers; using technology in education; the need for teachers to have high expectations for students; good communication with and participation of parents; the importance of bringing academic standards alive to the entire school community; creating a community of learners; the importance of the entire school community believing that all students can succeed; and ongoing professional development for teachers. Examples from various schools are presented. (SM)

ED 450 093 SP 039 767

Hird, Anne
Learning from Cyber-Savvy Students: How Internet-Age Kids Impact Classroom Teaching.
PUB DATE- 00
NOTE- 176p.; Funded by Rhode Island College and the Beneficient Congregational Society's Lucinda Maxfield Fund.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; Educational Research; *Educational Technology; Grade 8; *Internet; Junior High School Students; Junior High Schools; Student Research; Teaching Methods

This book describes what happens when cyber-savvy students enter classrooms wired to the Internet. It offers a preview of challenges teachers will face as they become connected to the Internet. Information comes from 6 months spent observing an 8th- grade class at Cityview School, a 4-8 school that was wired to the Internet. Participants were 34 8th graders from two interdisciplinary social studies classrooms that emphasized the research skills students need to succeed in college preparatory high school. The 10 chapters include: (1) "Introduction: Children, Adults, and the Thinking Machine"; (2) "New Possibilities for Learning: The Promise of the Internet"; (3) "Patterns of Response to Innovation: Schools and Technology"; (4) "Online and Offline: It's All Real"; (5) "Fun, But Not All Games: Living and Learning Online"; (6) "Information and Misinformation: Students' Online Research"; (7) "Meeting the Real Person First: Students' Online Relationships"; (8) "But Is It Safe? Students' Online Conduct"; (9) "The Internet Generation in School: Using Technology in the Classroom"; and (10) "Catching Up to Kids: What Schools Can Do." Two appendixes present the Cityview School Acceptable Internet Use Policy and data collection and analysis. (Contains 55 references.) (SM)

ED 450 094 SP 039 768

Tierney, William G., Ed.
Faculty Work in Schools of Education: Rethinking Roles and Rewards for the Twenty-First Century. SUNY Series, Frontiers in Education.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 01

Eliminating Barriers to Improving Teaching.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Accountability; Educational Change; Educational Finance; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Faculty Development; Labor Turnover; Leaders; Leadership; Teacher Certification; Teacher Collaboration; Teacher Competencies; Teacher Persistence; *Teaching (Occupation)
IDENTIFIERS- *Barriers to Change

This report examines six policies and practices that are often barriers to quality teaching, presenting examples of programs and activities designed to eliminate specific barriers to quality teaching. The policies and practices are: recruitment of quality teachers (barriers include lack of incentives to teach, bureaucratic practices, and inadequate assessment of needs); preparation of quality teachers (including such barriers as lack of rigorous standards, inadequate support and status, and lack of accountability and collaboration); certification of effective teachers (barriers are low standards and bureaucratic practices); professional development for teachers (barriers include inadequate funding, insufficient time, and lack of results-driven professional development); retention of quality teachers (barriers include lack of opportunities to advance, poor working conditions, and weak school leadership); and development of effective leaders (barriers include ineffective training programs, weak and bureaucratic requirements, inadequate compensation and authority, unclear and overwhelming responsibilities, and lack of professional support). The report concludes with questions and strategies for state policymakers and the U.S. Department of Education's major grant programs for improving teaching. (SM)

ED 450 114 SP 039 790

Lowden, Kevin; Powney, Janet; Davidson, Julia; James, Charlotte
The Class Moves! R Pilot in Scotland and Wales: An Evaluation. Research Report Series.
PUB DATE- 01
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Health; Elementary Education; Elementary School Students; Foreign Countries; Health Promotion; *Movement Education; Parent Attitudes; *Physical Activities; *Physical Fitness; Program Effectiveness; Program Evaluation; Student Attitudes; Student Behavior; Student Motivation; Teacher Attitudes
IDENTIFIERS- Scotland; Wales

This report describes an evaluation of The Class Moves On!, a relaxation exercise program designed in the Netherlands which encourages elementary students to engage daily in various physical activities in order to increase motivation, improve concentration, raise physical awareness, enhance sensory motor development, and promote self-care and injury prevention. Researchers focused on: the nature and contents of program resources; the effectiveness of program implementation in six Scottish and Welsh pilot schools; the feasibility of the program within the classroom; and the replicability of program

The Impact of Preference for Accommodations: The Performance of English Language Learners on Large-Scale Academic Achievement Tests. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Accommodations (Disabilities); Achievement Tests; *English (Second Language); *Junior High School Students; Junior High Schools; Limited English Speaking; Scores; Test Results
IDENTIFIERS- Large Scale Assessment; *Preference Patterns

As part of a study of the inclusion of English language learners (ELLs) in large-scale assessments, this study investigated the potential role of student preference in the use of accommodations with large-scale assessments and the effects of two test accommodations, providing extra assessment time and reading test items aloud, on the standardized test performance of 106 ELLs in seventh-grade social studies classrooms. In addition, the study investigated the relationships among the accommodations students preferred and these background variables: (1) length of time in the United States; (2) amount of education prior to arrival in the United States; and (3) English language proficiency. Students completed a background questionnaire and a standardized test in social studies without accommodations. They were then asked to identify which of the two accommodations they would prefer. A parallel form of the test was administered with accommodations. One third of the students received the accommodation they preferred, while a third received the accommodation not of their preferences, and the other third received one of the accommodations at random. Data analysis found that students did not improve their performance significantly with either accommodation, even when given their preferred accommodation. No significant relationships were found between accommodation preference and various background variables. An appendix contains the study questionnaire. (Contains 12 tables and 21 references.) (SLD)

ED 450 136 TM 032 326

Stecher, Brian M.; Barron, Sheila L.; Chun, Tammi; Ross, Karen
The Effects of the Washington State Education Reform on Schools and Classrooms. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 98p.; For another document on this subject, see EA 030 865.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Change; Educational Practices; Elementary Education; *Principals; Program Implementation; Reading; State Programs; Surveys; Teacher Attitudes; *Teachers; Testing Programs; Writing (Composition)
IDENTIFIERS- *Reform Efforts; *Washington

The effects of Washington state education reforms on schools and classrooms were studied through surveys completed by about 150 elementary and middle school principals and about 400 writing and mathematics teachers in grades 4 and 7, the grades in which

While "testwise" alpha refers to the probability of making a Type I error for a single hypothesis test, "experimentwise" error refers to the probability of having made a Type I error anywhere within the study. Experimentwise error concerns are the basis for two common statistical practices (i.e., analysis of variance (ANOVA) post hoc tests and multivariate tests), and researchers will not understand these two applications if the basic concept of experimentwise error is not understood. First, ANOVA post hoc tests implicitly incorporate a correction for experimentwise error, using adjustments similar to the Bonferroni correction. Second, experimentwise error concerns are one reason why multivariate tests are almost always vital in educational research. (Author/SLD)

ED 450 158 TM 032 348

McMillan, James H.; Lawson, Sonya R.
Secondary Science Teachers' Classroom Assessment and Grading Practices.
SPONS. AGENCY- Metropolitan Educational Research Consortium, Richmond, VA.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Educational Assessment; Educational Practices; *Grading; *Science Teachers; Secondary Education; *Secondary School Teachers; *Student Evaluation; *Teacher Attitudes

This study investigated the assessment and grading practices of 213 secondary science teachers representing urban, suburban, and rural schools. Teachers indicated the extent to which they used various factors in grading students, the types of assessments used, and the cognitive level of these assessments. The results indicate a wide variation in practices. Teachers appear to conceptualize six major factors in grading students, placing greatest weight on academic performance and academic-enabling behaviors, such as effort and improvement, and much less emphasis on external benchmarks, extra credit, homework, and participation. Factor analysis for types of assessments used resulted in four components: constructed response assessments, assessment development, objective assessments, and major examinations. In terms of cognitive level of assessments, teachers differentiated between recall and higher-order thinking skills. However, there were few relationships among these components and grade level. With respect to ability level of the class, teachers of higher ability students tended to use types of assessments, cognitive levels of assessments, and grading criteria that mirrored those encouraged by recent literature, such as the use of performance assessments. Teachers of low ability students, in contrast, emphasized recall knowledge and graded homework, and focused less on academic achievement and higher order thinking. The results are discussed in light of other research indicating that teachers use a "hodgepodge" of factors when assessing and grading students. (Contains 6 tables and 18 references.) (Author/SLD)

ED 450 159 TM 032 350

Vanneman, Alan; White, Sheida
How Does NAEP Select Schools and Students?
PUB DATE- 00
NOTE- 6p.

ED 450 177 UD 033 996

Pindus, Nancy; Koralek, Robin
South Carolina Family Independence Program Process Evaluation: Overall Findings, Context, and Methods.
SPONS. AGENCY- South Carolina State Dept. of Social Services, Columbia.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Family Programs; Substance Abuse; Welfare Recipients; *Welfare Services
IDENTIFIERS- *South Carolina; State Policy; Transitional Activities; *Welfare to Work Programs

The Family Independence (FI) program transformed South Carolina's welfare program into a transitional assistance program emphasizing engagement in socially responsible behavior and participation in employment and employment-related activities. It helps families become economically independent through reform of: employment and training, welfare time limits and financial eligibility, parental responsibility, and child support enforcement. This study evaluated the FI program, addressing specific policies and provisions. It looked carefully at: the requirement for participation in substance abuse treatment, the delivery of relocation assistance services, and the implementation of three processes (conciliation and sanction procedures, education provided about transitional benefits, and the effect of limited or broad availability of programs and services on customer outcomes). Data were collected at the state, county, and individual levels through interviews, site visits, and focus groups. Overall, many FI customers were working. The program changed in philosophy toward a more holistic, family-centered approach. It had limited success incorporating substance abuse screening and treatment. Case managers needed training in several areas. Relocation assistance was not well-promoted or understood. Counties were moving toward being more lenient about imposing conciliation and sanctions. Child care and transportation were welfare recipients' two main unmet needs. Site profiles are appended. (Contains 10 references.) (SM)

ED 450 178 UD 033 998

Seifert, Elli; Stauffer, Carol
Homeless, Not Hopeless. An Informational Guide for School Personnel: Understanding and Educating Homeless Students.
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Access to Education; Children; Elementary Secondary Education; *Equal Education; *Homeless People; *Public Schools; Student Behavior
IDENTIFIERS- *Saint Paul Public Schools MN; Stewart B McKinney Homeless Assistance Act 1987

This guide explains how to educate homeless students within the public schools, focusing on the Saint Paul, Minnesota, public schools. Section 1 defines homelessness. Section 2 presents

ED 450 197   UD 034 018

Fuller, Howard L.
The Saturation Campaign of Lies and Distortions about Educational Vouchers.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of Educational Options for African Americans (2nd, Milwaukee, WI, March 2-5, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Admission (School); Educational Finance; *Educational Vouchers; Elementary Secondary Education; Low Income Groups; Private School Aid; Private Schools; Public Schools; Racial Segregation; *School Choice; Special Needs Students

This paper asserts that a campaign of "distortions and lies" about educational vouchers is being conducted by opponents of expanded educational options for low-income parents. It suggests that aspects of the voucher debate are subject to frequent distortion, refuting myths that are being spread. These focus on such issues as: overall admission practices in public and private schools; admission practices for special education students in public and private schools; other private school practices and issues (e.g., voucher programs siphon the best students from public schools, and vouchers are not helping the children they were designed to help); racial segregation; fiscal issues; and academic achievement. The paper concludes that the anti-voucher campaign is having an effect, and two groups must accept responsibility for calling attention to these "lies" and repudiating them: the news media and citizens on all sides of the issue. It recommends that these groups hold accountable the perpetrators of such "lies" and urge elected policymakers to reject distortions designed to block a fair debate of the issue. (Contains 34 references.) (SM)

ED 450 198   UD 034 019

Fine, Melinda
Creating Inclusive Communities: An Inquiry into Organizational Approaches to Pursuing Diversity.
PUB DATE- 00
NOTE- 38p.; Also published by the National Youth Leadership Council, Service-Learning Diversity Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Consciousness Raising; *Cultural Pluralism; *Diversity (Student); Elementary Secondary Education; School Community Programs; *Service Learning
IDENTIFIERS- *Diversity (Groups)

This report grew out of an effort by the Learning In Deed initiative of the W.K. Kellogg Foundation to strengthen diversity in K-12 service learning by increasing diversity among students, practitioners, and advocates and ensuring that conceptions underlying service opportunities foster diversity priorities. The report presents approaches and activities described in interviews with 18 practitioners, researchers, activists, and consultants that reflect promising diversity work undertaken by groups and organizations in the nonprofit,

they did provide off campus library services. Responding institutions provided information regarding the number of off campus courses supported and average numbers of off-campus students. Academic libraries responded to questions relating to their use of core off-campus collections; the number of "known item" and "subject" requests received; their toll-free phone service; the advertising and promotion of off campus library services; the professional and non-professional staffing of such services; the funding of such programs; involvement in off campus curriculum development; and that cooperative activities surrounding off campus libraries services. Notable findings indicated that in general, across Canada, "western" programs generally had stronger and more sophisticated off campus library support programs than "eastern" ones. Most off campus library support programs could be funded for under $20,000 per year if salaries were excluded. There has been a significant increase in the volume of requests made from off campus library support programs in 1999, compared to 1988 levels. There has also been an approximately 25% increase in access to overall off campus services between the 1988 and 1999 surveys. Appendices contain the survey's "other" or "additional" remarks by institution, and the English and French versions of the survey instrument. (Contains 37 tables.) (Author)

ED 449 807   IR 057 976

Adcock, Donald C., Ed.
A Planning Guide for Information Power: Building Partnerships for Learning with School Library Media Program Assessment Rubric for the 21st Century. The AASL Line Series.
PUB DATE- 99
NOTE- 46p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; *Learning Resources Centers; *Library Planning; Library Policy; *Library Services; *Program Evaluation; *School Libraries
IDENTIFIERS- *Information Power (AASL AECT)

This guide is designed to assist library media specialists in achieving the outstanding, comprehensive library media program outlined in "Information Power: Building Partnerships for Learning," published by the American Library Association and the Association for Educational Communications and Technology. The guide contains the following sections: (1) The Planning Process; (2) Preparing for the Planning Process; (3) Planning the First Committee Meeting; (4) Developing Your Mission Statement; (5) Developing Goals and Objectives; (6) Collecting Needed Information; (7) Developing Action Plans; (8) Evaluating the Library Media Program; (9) One Final Word; and (10) Action Plan Worksheet. A school library media program assessment rubric for the 21st century is presented that includes target indicators in the areas of teaching and learning, information access and delivery, and program administration. Also included are a glossary and a list of policies that determine the quality of the library media center programs. (MES)

ED 449 808   IR 057 978

New Emphasis for the Centre for Curriculum, Transfer and Technology. In Prior Learning Assessment (PLA), the Centre is shifting from supporting the expansion of PLA to assisting institutions to improve the ways in which all assessment is conducted. Over the past year, the Centre has undergone significant organizational restructuring in order to become more service-oriented, integrated, flexible and cost efficient. Last year, the Centre provided consulting services in the area of Learning Outcomes by delivering presentations and workshops about curriculum and program development at 15 institutions in order to build on the outcomes and assessment expertise that exists in BC. Appendix shows a list of documents that have been submitted to the Ministry of Advanced Education, Training and Technology. (JA)

ED 449 826 JC 010 136

Austin Community College 1998-99 Fact Book.
PUB DATE- 99
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; College Programs; Community Colleges; Educational Finance; *Institutional Characteristics; *Institutional Evaluation; School Demography; Tables (Data); Two Year Colleges
IDENTIFIERS- *Austin Community College TX

This report provides various facts about Austin Community College (ACC) (Texas). It addresses general school information, budget and finance, credit programs, college credit student profile, credit degrees and awards, campus demographics, alternative credit and adult education, faculty and staff, and facilities and instructional sites. The college was established in December 1972 by voters of the Austin Independent School District. Presently, the college maintains six full-time campuses in addition to the Highland Business Center, which houses the administration offices and a business training center. ACC receives its funds from three primary sources of revenues: state funding, property taxes, and student tuition and fees. ACC's tuition is among the highest of any community college in Texas. Unlike state reimbursement, tuition and fee income may be spent for any college purpose, including retirement of revenue bonds which could be used for limited construction purposes. ACC's educational programs include workforce programs and academic/ transfer courses. The college offers 16 Associate of Arts programs and 12 Associate of Science programs. In fall 1998, 39.0% of the students were between 16 and 21 years of age and 36.3% were between 22 and 30. Contains numerous charts and tables. (JA)

ED 449 827 JC 010 137

Report on Staffing and Salaries, Fall 1998.
PUB DATE- 99
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Administration; *College Faculty; *Community Colleges; Employment; *Enrollment; Faculty College Relationship; *Institutional Characteristics; School Personnel;

colleges that work, but are not often included in the literature. While all colleges considered developmental programs to be important, some colleges (generally those with little or no minority enrollment) did not have developmental programs, while others lacked evaluation procedures for their programs. Four factors were found to impact the quality of evaluations: (1) level of student preparedness when entering college; (2) amount of funds colleges provide to evaluators; (3) knowledge-level of evaluators; and (4) the degree to which some type of accountability factor is associated with the evaluation. The study concludes with 10 recommendations for improving evaluation procedures for developmental programs. (Contains 27 references and an appendix containing respondent college contact information.) (PGS)

ED 449 847 JC 010 164

Taylor, John A.
Adult Degree Completion Programs: A Report to the Board of Trustees from the Task Force on Adult Degree Completion Programs and the Award of Credit for Prior Learning at the Baccalaureate Level.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Programs; Bachelors Degrees; College Credits; Continuing Education; Degrees (Academic); External Degree Programs; Higher Education; *Nontraditional Students; *Prior Learning; Retraining; *Special Degree Programs
IDENTIFIERS- Task Force Approach

In 1998, the North Central Association of Colleges and Schools established a fifteen-member Task Force to study the practices and procedures employed in adult degree completion programs. An adult degree completion program is identified as one that is designed especially to meet the needs of the working adult who, having acquired sixty or more college credit hours during previous enrollments, is returning to school after an extended period of absence to obtain a baccalaureate degree. The survey designed by the Task Force was completed by 78 institutions in the country. The survey report identified: (1) lessons learned regarding strengths and weaknesses of the programs; (2) exemplary principles of good practice; (3) the impact of the programs on the broader educational activities of institutional providers and the higher education community in general; and (4) strategies appropriate for an accrediting commission to use in ensuring quality in adult degree completion programs and practices without restricting access. Some of the exemplary practices reported in the study include the following: (1) faculty members are committed to serving adult learners, have appropriate credentials and participate in policy-making and professional development activities; (2) the institution offers adequate administrative support, financial and institutional resources to ensure the effectiveness of the programs; and (3) the institution provides access to a range of student services including admissions, financial aid, academic advising, delivery of course materials, and counseling and placement services. Contains 20 references and 5 appendices. (KS)

ED 449 848 JC 010 165

Collegewide Faculty Handbook.

assisting, and registered nursing. Each career article provides a description of job duties; certification, licensing, and personal requirements; ways to enter the field after students complete their education; salary information; an employment outlook; and sources of additional information to contact to learn more about the career. The book also highlights the advantages of acquiring an associate degree in a growing number of high-demand areas; addresses the question of whether one should attend a two-year institution or not; and introduces some important considerations. The community college's unique and comprehensive mission, which has traditionally placed emphasis on flexibility and outreach, is particularly suited to a society in need of rapid, customized responses. For example, digital transmissions will soon be the norm for telecommunications--not only do modern offices require data communications systems, but cable companies are investing in fiber optics to offer digital TV, as well as quality phone service. Certification isn't required of fiber optics technicians, but may be available from local community colleges and training programs. (JA)

ED 449 868 JC 990 499

Historical Course Registration Report and Historical Departmental Activity & Instructional Workload Measures, University of Hawaii Community Colleges, Fall 1992-Fall 1996.
PUB DATE- 97
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Class Size; *Community Colleges; *Educational History; *Enrollment; Faculty Workload; Full Time Equivalency; *Institutional Characteristics; Two Year Colleges
IDENTIFIERS- *University of Hawaii Community College System

This document is a historical report of enrollment-related data spanning fall 1992 to fall 1996 for the University of Hawaii Community Colleges. The system consists of seven campuses: Hawaii, Honolulu, Kapiolani, Kauai, Leeward, Maui, and Windward. The report is presented in two parts, with data being presented in graphs and tables. The first part covers the historical course registration. This section provides information on the overall student semester hours, number of classes, course full-time equivalent (FTE), and average class size. Student semester hours and average class size are broken down further by each campus. Overall, the number of student semester hours increased between 1992 and 1994 and decreased in the last two years. The number of classes offered decreased slightly each year between 1993 and 1996. Average class size in occupational and vocational courses steadily increased over the period measured, while class size for general academic courses peaked in 1995. The second part of the report entails the historical departmental activity and instructional workload measures. Graphs are used to show total student/faculty ratio, student faculty ratio for each campus, total equivalent semester hours per faculty, and equivalent semester hours per faculty for each campus. The overall student/faculty ratio for the system increased from 17.1 to 18.4 between 1992 and 1996, and the number of analytical full-time equivalent faculty decreased from 909 to 848 over the same period. (JJL)

ED 449 869 JC 990 500

Distribution of Grades, Credits Earned Ratios, Course Completion the conceptualization of time (cyclical patterns, linear patterns, time as an organizational tool, time as values, the politics of time, time as a changing and evolving concept); (3) trends in time use (overall increase in time stress, children's impact on time use, family type effects on time use, gender disparities in time use associated with parenting, importance of employment status for understanding time crunch); and (4) implications of these time trends for understanding family dynamics (gender politics of time in families, children versus parents in the controlling of time, the politics of finding and preserving family time--ideals, reality, and discordance). Contains 29 references. (EV)

ED 449 888 PS 029 173

Rosenthal, Carolyn J.; Gladstone, James
Grandparenthood in Canada. Contemporary Family Trends.
PUB DATE- 00
NOTE- 53p.; Also available in French.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Demography; Family Life; *Family Relationship; Foreign Countries; *Grandparents; Grandparents Raising Grandchildren; Parent Child Relationship
IDENTIFIERS- *Canada; *Grandparent Grandchild Relationship

This paper examines the diversity of experiences associated with grandparenting, as well as identifying factors that contribute to this diversity. The focus is grandparents in Canada, but international research is included as well. Following a list of highlights and an introduction, the paper addresses: (1) the demographic context of grandparenthood (e.g., what factors influence whether individuals will become grandparents?); (2) meanings associated with grandparenthood; (3) contact, help, and emotional closeness (e.g., how much contact do grandparents and grandchildren have with each other?); (4) sources of diversity in grandparent-grandchild relationships (e.g., geographic proximity, gender, age, race, and health); and (5) expectations and rights of grandparents. Contains 95 references. (EV)

ED 449 889 PS 029 176

Nikoltsos, Catherine
Folk Arts--Traditional Arts of Greece: Art Activities with Fibers, Fabrics and Weaving for Young Children.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Activities; Childrens Art; Foreign Countries; *Handicrafts; *Preschool Children; Preschool Education
IDENTIFIERS- *Folk Art; *Greece; Textiles; Weaving

This paper describes a developmental arts activities program for preschool children centered on traditional Greek arts. The program's elements include discussion and observation of traditional arts, collection and categorization of textile materials, manipulation of the materials, production and work with the materials to construct various designs and objects, and evaluation by the children. The paper describes specific the volume provides art, music, dramatic play, group discussion, and story time activities. Themes include animals; caring for ourselves, our world, and others; different homes; things that can be filled; occupations; senses; and things big kids do. The volume also provides detailed instructions for each activity, specifying the materials needed and explaining how the activity facilitates certain language, social, cognitive, and motor skills. (HTH)

ED 449 907 PS 029 202

Hawley, Theresa
Safe Start: How Early Experiences Can Help Reduce Violence. An Ounce of Prevention Fund Paper.
SPONS. AGENCY- American Legion Child Welfare Foundation, Inc., Indianapolis, IN.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Safety; Early Childhood Education; *Early Experience; Family Programs; Home Visits; Preschool Children; *Prevention; *Violence

Noting that many communities have overlooked a promising approac to reducing violence in the United States, this report examines early risk factors for violence and discusses the potential of prevention and intervention programs for children ages birth to 5 years. The report defines violence and discusses the importance of early experiences in learning self-control for predisposing the child to respond appropriately to future situations. Early risk factors for violence are described: (1) child abuse and neglect; (2) witnessing violence; and (3) brain damage resulting from severe physical abuse or prenatal drug exposure. The report further presents promising interventions, including home visiting and parent support programs, early childhood education and care, and services for children who witness or who are the targets of violence. The report concludes that research on effective interventions provides hope that communities can substantially reduce violence by investing in young children and their families. (Contains 19 reference notes.) (KB)

ED 449 908 PS 029 204

Vandenbroeck, Michel
Self-Awareness, Cultural Identity and Connectedness: Three Terms To (Re)Define in Anti-Bias Work.
PUB DATE- 00
NOTE- 9p.; Paper presented at the European Conference on Quality in Early Childhood Education (EECERA) Conference (10th, London, England, August 29-September 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Education; Cultural Influences; Cultural Pluralism; Definitions; Developmental Psychology; *Early Childhood Education; *Ethnicity; Multicultural Education; Self Concept; Young Children
IDENTIFIERS- *Antibias Practices; *Identity Formation

Building a strong but flexible identity and learning to deal wit providers of Indigenous literacy, numeracy, and attendance implementation plans; and appropriate funding. The bulk of this document discusses six key elements: lifting school attendance rates of Indigenous students to national levels; addressing hearing and other health problems that undermine learning for many Indigenous students; providing preschooling opportunities; training teachers in the skills and cultural awareness necessary to be effective in Indigenous communities and schools and encouraging them to remain for reasonable periods of time; ensuring that the most effective teaching methods are employed; and instituting measures of success as a basis of accountability for schools and teachers. Specific initiatives are described for each element. Appendices contain Australia's national educational goals and the national Aboriginal and Torres Strait Islander goals. (TD)

ED 449 926 RC 022 697

Moreno, Jose F., Ed.
The Elusive Quest for Equality: 150 Years of Chicano/Chicana Education. Harvard Educational Review Reprint Series No. 32.
PUB DATE- 99
NOTE- 218p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Acculturation; *Activism; Bilingual Education; Educational Attainment; *Educational Discrimination; Educational History; Elementary Secondary Education; *Equal Education; Higher Education; Hispanic American Students; *Mexican American Education; Mexican American History; Mexican Americans; *Politics of Education; Racial Segregation; *School Segregation
IDENTIFIERS- Chicano Movement; *Chicanos

The year 1998 marked the 150th anniversary of the Treaty of Guadalupe Hidalgo, which ended the Mexican-American War, formalized the appropriation of half of Mexico's territory, and guaranteed Mexican-origin people in the appropriated territory the rights of U.S. citizens. The United States reneged on this promise almost immediately. Public education became a tool for the eradication of Mexican American culture and identity, and today the Chicano community's quest for a just and equitable education remains elusive. This book draws on a forum of scholars, teachers, activists, and students who met in Irvine, California, in April 1998. Themes include the historical development of Chicano education and the effects of language, segregation, Americanization, and resistance on that development. Following a foreword (Manuel N. Gomez) and introduction (Jose F. Moreno, Frank Garcia Berumen), the nine chapters are: "The Treaty of Guadalupe Hidalgo and the Racialization of the Mexican Population" (Martha Menchaca); "The Schooling of Mexicanos in the Southwest, 1848-1891" (Guadalupe San Miguel, Jr.); "Segregation and the Education of Mexican Children, 1900-1940" (Gilbert G. Gonzalez); "Chicana/o Education from the Civil Rights Era to the Present" (Dolores Delgado Bernal); "Politics Matters: Educational Policy and Chicano Students" (Gary Orfield); "Educational Testing and Mexican American Students: Problems and Prospects" (Richard R. Valencia); "Chicanos/as in the United States: Language, Bilingual Education, and Achievement" (Eugene E. Garcia); "Staying in the Race: The Challenge for Chicanos/as in Higher Education" (Patricia Gandara); and "150 Years of Chicano/Chicana Education: Intergenerational Platica" (transcript of dialogue among forum participants). (Contains

DESCRIPTORS- Agriculture; *Education Work Relationship; *Educational Needs; Futures (of Society); Government Role; High Schools; Industrial Training; *Labor Force Development; Lifelong Learning; *Public Policy; *Rural Development; Rural Economics; Rural Education; Rural Urban Differences
IDENTIFIERS- Globalization; *Telecommunications Infrastructure; *Value Added

Past rural policies are reviewed, noting the effects of globalization and information technology. Rural business profits can be maximized by direct cost or value-added competition, but cost competition limits the development of productive capacity and leads to unequal income distribution. In contrast, value-added competition could create steep earning and learning curves, promote broadly shared prosperity, and strengthen civic society and democratic institutions. Two necessary elements of high value-added strategies are human resource development and telecommunications. The skills most in demand are computer, interpersonal/teamwork, and problem solving skills. Rural manufacturers have the most trouble finding workers with these skills in counties with low high school graduation rates. Rural areas have closed their educational achievement gaps with central cities, but both still lag behind suburban areas, and all fall short in preparing students for a more competitive and knowledge-intensive world. Rural enterprises are less likely than their urban counterparts to provide worker training. There is evidence that imaginative incentive regulations and competitive market disciplines would make it economically feasible to bring high-quality telecommunications to rural areas. Rural policy should encourage value-added competition by encouraging the development of high-performance companies through education and training systems and have safety nets for conditions over which people have little control. Rural policy should not give inordinate attention to agriculture, but should consider agriculture to be an important component of the rural and national economies. (Contains 32 references.) (TD)

ED 449 944 RC 022 807

Cornell, Stephen
Enhancing Rural Leadership and Institutions.
PUB DATE- 00
NOTE- 21p.; In: Beyond Agriculture: New Policies for Rural America; see RC 022 804.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Control; Community Leaders; Decentralization; Economic Development; Institutional Characteristics; *Institutional Role; *Leadership Qualities; Leadership Training; Long Range Planning; *Reservation American Indians; *Rural Development; *Self Determination; *Strategic Planning; Tribal Sovereignty
IDENTIFIERS- *Local Control

Research on economic development efforts among 70 American Indian tribes, mostly in rural areas, yields information that may be applicable to rural areas generally. Local control matters--when decisions move into the hands of those whose future is at stake, the decision makers bear the consequences of their decisions, resulting in better decision making over time. Current trends in governmental devolution support the importance of local control. Local control must be backed up by

LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biodiversity; Cognitive Style; *Conservation (Environment); Data Collection; Environmental Education; Exhibits; *Outreach Programs; *Program Development; Program Evaluation
IDENTIFIERS- Presentations

This manual was developed for educators and natural resource managers who are establishing interpretive programs where biodiversity is the richest and most threatened. The manual contains five units which are based on the experiences of staff at the American Museum of Natural History and represent the key steps of designing an interpretation program. Units include: (1) Program Development, which describes how to develop interpretive programs to encourage biodiversity conservation; (2) Interpretive Exhibits, which displays graphics or objects assembled to convey a message to viewers; (3) Interpretive Presentations, which covers presentations offered by interpretive centers such as activities or guided tours; (4) Community Outreach, which encourages environmental facilitators to "reach out" beyond the walls of an interpretive center; and (5) Evaluation Process, which discusses evaluating the interpretive program. Key terms are listed at the back of the manual. (YDS)

ED 449 962 SE 063 944

Project 2061: Science Literacy for a Changing Future. Update 1998-99.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Andrew W. Mellon Foundation, New York, NY.; Pew Charitable Trusts, Philadelphia, PA.; National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 25p.; For Update 1997, see ED 406 228. Also supported by the Robert N. Noyce Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community; *Educational Change; Elementary Secondary Education; *Professional Development; *Science Curriculum; Science Education; *Scientific Literacy
IDENTIFIERS- American Association for Advancement of Science; *Benchmarks for Science Literacy; Project 2061 (AAAS); Science for All Americans

This booklet describes Project 2061 and the strategies and tools for the improvement of education. It is divided into five sections: (1) Clear and Specific Learning Goals, which explains scientific literacy and defines the benchmarks for science literacy; (2) Preparation and Support for Teachers, which explains Project 2061 professional development programs and lists resources for science literacy; (3) Textbook and Test Alignment, which explains the steps of curriculum material analysis according to Project 2061; (4) K-12 Curriculum Coherence, which discusses strategies and techniques for aligning the entire curriculum to the standards; and (5) Community-wide Commitment, which explains the blueprint of the reform movement. (YDS)

ED 449 963 SE 064 143

Algebraic Thinking: Implications for Rethinking Pedagogy and Professional Development.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Algebra; Elementary Secondary Education; Mathematics Curriculum; *Mathematics Instruction; Professional Development; Teaching Methods; *Thinking Skills

The recent call for "algebra for all" provided not only the impetus for teaching elementary students differently, but also for changing the way teachers are trained. University mathematics courses for pre-service teachers have undergone changes, and professional development sessions for in-service teachers have been created. The Mid-continent Research for Education and Learning (McREL) has responded to the need to reconceptualize algebra for in-service teachers by initiating a professional development series aimed at training teachers, instructional coordinators, and other school personnel at the elementary school level in algebraic thinking. This report describes the Algebraic Thinking series at McREL and its evaluations. The results of two phases and follow-ups of the implications of the series are discussed. The report also discusses political and policy contexts, related curricula, and professional development, while drawing conclusions. (ASK)

ED 449 984 SE 064 509

Sharp, Janet M.
Results of Using Writing Tasks To Enhance Fourth-Grade Children's Acquisition of Fraction Knowledge.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Content Area Writing; *Fractions; Grade 4; Intermediate Grades; Learning; *Mathematics Instruction; Teaching Methods

Schumacher and Nash (1991) theorize that writing provides an avenue for people to reorganize their knowledge. Kieren (1988) is one of several researchers who theorize that children's school fraction experiences should begin with personal knowledge of fractions. The purpose of this study was to determine whether or not children who engaged in journal writing about fractional situations showed an increase in fraction knowledge. Two groups of fourth-grade children at a large, Southwestern United States, urban elementary school participated in the study. One group completed a four-week intermittent writing experiment. The other group had no such experience. The results of this study indicated a significant difference between pre- and post-test scores for the writing group children. The results add evidence to the theory that writing causes learning and call teachers to provide writing situations associated with children's existing informal knowledge of fractions. (Contains 35 references.) (Author/ASK)

Youth Summits: Engaging Young People in Violence Prevention. Technical Assistance Bulletin.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Citizenship Education; *Law Related Education; Learning Activities; *Prevention; Secondary Education; *Social Problems; Social Studies; *Violence; *Youth Programs
IDENTIFIERS- *Youth for Justice

This Technical Assistance Bulletin addresses the youth summit component of the Youth for Justice program. The Youth for Justice program of the U.S. Office of Juvenile Justice and Delinquency Prevention (OJJDP) is a national law-related education (LRE) initiative designed to give young people a better understanding of the law and equip them with strategies for active involvement in solving national problems, particularly violence by and against youth. Youth summits bring together students from diverse backgrounds and ask them to work together. By involving young people in solving the problem of youth violence rather than imposing "treatment" on them, youth summits have a real impact on young people's behavior by showing them how they can be part of the solution. The bulletin's articles discuss youth summits and OJJDP; the involvement of lawyers in LRE; examples of young people confronting problems through youth summits; exemplary youth summits in Delaware, Minnesota, Oregon, and Illinois; and Canadian youth summits. Lists 13 youth summit resources. (BT)

ED 450 008 SO 031 605

Carvalho, Maria Eulina Pessoa de; Jeria, Jorge
Community-School Relations. Current Policies of Parental Involvement and Community Participation. Cases in Brazil and Chile.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Conference of the Comparative and International Education Society (43rd, Toronto, Ontario, Canada, April 14-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; Developing Nations; *Educational Change; *Educational Policy; Educational Research; Foreign Countries; *Parent Participation; Public Schools; *School Community Relationship
IDENTIFIERS- *Brazil; *Chile; Latin America

Current educational policy in Latin America has been aiming to include community participation in a wider spectrum as part of decentralization reform. Much of the rhetoric of these policies seems to originate from neo-liberal policies of State modernization carried out under the auspices of international organizations. Based on a critical review of the literature relating to educational reform and participation in Chile and Brazil, this study examines current policies on school participation by parents and community members with reference to cases in both countries. Findings suggest that participation in school governance has been more a conquest of teachers than of parents, and community participation, in its broadest sense, remains an appealing maxim. (Contains 17 references.) (BT) the Regional Level"; "Teachers at the Regional Level"; "Students at the Final Level"; "Teachers at the Final Level"; "The Scoring Protocol for the Final Competition"; "An Explanatory Structure for the 'Citizen in a Democracy'"). Contains 38 figures, 13 tables, and 3 references. Appendixes contain final competition program, regional competition protocol, survey instruments, final scores, regional teachers' comments, final students' comments, and photographs from the final competition. (BT)

ED 450 031   SO 032 519

Dziuban, Charles D.; Cornett, Jeffrey W.; Moskal, Patsy D.; Gyori, David
A Three Year Evaluation of "Citizen in a Democracy" ("Polgar a Demokraciaban," 1997-2000 .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 79p.; For other evaluations of "Citizen in a Democracy," see SO 032 517-518.
LANGUAGE- English; Hungarian
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Citizen Participation; Citizenship Education; *Competition; *Democracy; Educational Research; Foreign Countries; International Programs; *Political Attitudes; *Program Evaluation; Student Attitudes; Student Surveys; Teacher Attitudes; Teacher Surveys
IDENTIFIERS- CIVITAS; *Hungary; *Political Awareness

The Hungarian CIVITAS program, working with the Florida Law Related Education Association (FLREA) and researchers from the University of Central Florida, conducted a three-year evaluation of the "Citizen in a Democracy" competition. Over this period the program grew rapidly in size and quality, involving thousands of students and hundreds of teachers who participated in local and regional competitions throughout Hungary. The final competition is held each spring in Budapest, where the best student teams come together, debating the implications, opportunities, and responsibilities of Hungarian civic life before a panel of distinguished judges. This evaluation report is divided into the following sections: "The Evaluation Design"; "The Information Protocols"; "Findings from the First Two Years"; "A Structural Model of the Citizen in a Democracy Competition"; "Student Responses to the 1999-2000 Citizen in a Democracy Competition"; "Teacher Reactions to the 1999-2000 Citizen in a Democracy Competition"; "Correlations of the Protocol Section Scores with the Final Outcome"; "The Three Year Trends"; "Fieldwork and Teacher Training"; "Focus Group Findings"; "National Competition Interviews"; "Videotape and Digital Pictures as Phenomenological Inquiry"; and "Future Directions for the Evaluation." Contains 3 notes, 16 figures, 7 tables, and 10 references. Appendixes contain a summary of the Structure of the Observed Learning Outcomes (SOLO) taxonomy; scoring protocol for the 1999-2000 competition; final results for the 1999-2000 competition; student and teacher data collection instruments for the 1999-2000 competition; map of CIVITAS regions; biographical and interview transcriptions; and digital pictures of the 1999-2000 competition. (BT)

ED 450 032   SO 032 520

Bredin, Elizabeth Shear
How Can I Get an Idea Like That? A Student Guide to the Hemphill

following grade-level sections: "Section One: Grades Four through Six" (I. "Campaigning: Styles and Slogans"; II. "Inauguration: Understanding Primary Sources"; III. "What Does the President Do? A Current Events Project"; IV. "Life in the White House: Internet Research"; V. "Assassination and Mourning: Recording Oral History"); "Section Two: Grades Seven through Nine" (I. "Campaigns and Elections: Slogans, Symbols, and Voters"; II. "Roles and Responsibilities: Ranking the Presidents"; III. "Life in the White House and After the Presidency: Internet Research"; IV. "Assassination and Mourning: Losing a President"; V. "Communicating the Presidency: The Media and Public Opinion"); and "Section Three: Grades Ten through Twelve" (I. "Campaigns and Elections: From the Front Porch to Your T.V."; II. "Roles and Responsibilities: One Day in the Life of a President"; III. "Limits of Power: Analyzing Political Cartoons"; IV. "Assassination and Mourning: Recording Oral Histories"; V. "Communicating the Presidency: The Media and Public Opinion"). A resource list includes 15 books and 14 web sites. (BT)

ED 450 053 SO 032 570

van 't Hooft, Mark
Making Theory-Practice Connections in a Social Studies Methods Course: A Case Study.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (80th, San Antonio, TX, November 17-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Classroom Research; Curriculum Development; Data Analysis; Hermeneutics; Higher Education; *Knowledge Base for Teaching; *Methods Courses; Naturalistic Observation; Preservice Teacher Education; *Social Studies; *Theory Practice Relationship
IDENTIFIERS- Teaching Research

This study investigated whether or not students apply educational theory to practical situations when they are involved in a learning process that starts from their own educational experiences and "Gestalts," the holistic unity of knowledge, feelings, values, and meanings linked to concrete situations encountered before, and colored by subjective and value-laden experiences. A curriculum was created that alternated practical experiences and classroom learning within the limits of the course. Additionally, there were opportunities for reflection on, and improvement of, students' educational practices. The study, designed as a case study ("Julia") took place at a university in the Great Lakes region, mostly in the classroom where the social studies methods course was taught. Data consisted of field notes and Julia's class assignments: lesson plans, unit plans, micro teaching materials, and reflection. Julia was interviewed twice, and the researcher kept a journal of thoughts and feelings about the project. Case study data were analyzed using the concept of emergent themes. Based on data analysis an interpretation of the case study was created, using a hermeneutic approach. Julia's case is a good example of what can happen if a student advances in a teacher education program without getting the theoretical and practical knowledge needed for teaching. Displaying a traditional belief system related to teaching, Julia's definition of teaching fits the banking model of education (Freire, 1970), and the question

PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the Japan-United States Teacher Education Consortium (JUSTEC) (July 2000). "This report summarizes a larger study on Teacher Induction and Mentoring conducted by Richard Arends and Nancy Winitzky in 1999."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Faculty Development; Mentors; School Districts; State Government; State Programs; Teacher Improvement; Teacher Qualifications

This paper: reviews research on beginning teacher induction programs, summarizing previous reviews of the topic; identifies various state- and local-level induction programs, analyzing best practices that exist today; makes recommendations based on the research and on best practice for state and local policy development and for program development and implementation; and analyzes current trends in regard to the future development of teacher induction programs. Research review results include such findings as: released time and/or load reduction for mentors and beginners is essential; training mentors results in higher mentor effectiveness; and active principal support and involvement is necessary. The discussion of induction practices details district-based programs, a union-supported induction system, and state-based programs. Ten recommendations for induction programs include: obtain clarity about program goals and purposes; provide a research-based, ethically sound definition of effective teaching; and develop and implement an effective evaluation component for the induction program itself. Several common policy characteristics include: clarity of purpose; appropriate time frame for implementation; and political and financial commitment at all levels. Trends in teacher induction include: renewed interest in teacher induction and connecting induction to standards, licensing, and national certification. (Contains 104 references.) (SM)

ED 450 075 SP 039 694

Blum, Robert W.; Beuhring, Trisha; Rinehart, Peggy Mann
Protecting Teens: Beyond Race, Income and Family Structure.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 00
NOTE- 41p.; Based on data from "The Effects of Race/Ethnicity Income and Family Structure on Adolescent Risk Behaviors" by R. W. Blum, T. Beuhring, M. L. Shew, L. H. Bearing, R. E. Sieving, and M. D. Resnick. "American Journal of Public Health," December 2000.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Drinking; Family Influence; *Health Behavior; Peer Influence; Public Health; Racial Differences; Secondary Education; Secondary School Students; Sexuality; Smoking; Socioeconomic Status; Substance Abuse; Suicide; Violence; Weapons
IDENTIFIERS- *Risk Reduction; *Risk Taking Behavior

This monograph discusses how to protect adolescents by addressing health behaviors. Data come from the Add Health Survey, a comprehensive school-based study of adolescents' health-related behaviors. Secondary students answered surveys about their lives, health, friendships, self-esteem, and expectations for

NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Black Teachers; *College Faculty; Educational Change; Elementary Secondary Education; Females; Graduate Students; Higher Education; *Preservice Teacher Education; Public Education; *Schools of Education; Teacher Recruitment; Tenure
IDENTIFIERS- Teacher Socialization

This collection of papers points out problems and challenges that face schools, colleges, and departments of education as change agents try to reform them. After "Introduction: Reforming Schools, Colleges, and Departments of Education" (William G. Tierney), nine papers include: (1) "The Public Responsibility of Public Schools of Education" (Jeannie Oakes and John Rogers); (2) "Incentives for Scholarship in Education Programs" (Mary M. Kennedy); (3) "Resisting Reform: Tenure, Productivity, and the Public School Crisis" (Yvonna S. Lincoln); (4) "Faculty of Education in a Period of Systemic Reform" (William G. Tierney); (5) "The Evolving Production Functions of Schools of Education" (Sarah E. Turner); (6) "Clinical Faculty in Schools of Education: Using Staff Differentiation To Address Disparate Goals" (James C. Hearn and Melissa S. Anderson); (7) "Professors of Education and Academic Freedom: Uncharted Waters" (Philo Hutcheson); (8) "The Fragmented Paradigm: Women, Tenure, and Schools of Education" (Judith Glazer-Raymo); and (9) "Graduate Student Socialization and Its Implications for the Recruitment of African American Education Faculty" (James Soto Antony and Edward Taylor). The book ends with "Conclusion: So What Now? The Future of Education Schools in America" (Arthur Levine). (Papers contain references.) (SM)

ED 450 095 SP 039 769

Burniske, R. W.; Monke, Lowell
Breaking Down the Digital Walls: Learning To Teach in a Post-Modem World. SUNY Series, Education and Culture: Critical Factors in the Formation of Character and Community in American Life.
PUB DATE- 01
NOTE- 284p.; Foreword by Jonas F. Soltis.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Critical Thinking; *Educational Technology; Foreign Countries; *Global Approach; *Internet; *Interpersonal Communication; Secondary Education; Teacher Responsibility; Thinking Skills
IDENTIFIERS- England; Globalization; Iowa; Japan; Malaysia; South Africa; *Telecomputing

This book describes how two teachers, half a world apart, created collaborative Internet projects for high school students worldwide. Projects helped develop critical thinking, genuine dialogue, and global understanding in the classroom. Through the development of curricular projects linking classrooms in Malaysia, Japan, Iowa, South Africa, and England, teachers wrestled not only with technical problems of using the Internet, but also practical and philosophical questions related to serving their higher pedagogical purposes of nurturing genuine communication, dialogue, and argument. Nine chapters include: (1) "The Manabi Hut" (beginning the collaboration inside a hut in the Andes); (2) "The Web and the outcomes in Scottish and Welsh schools. Data collection involved teacher diaries and logs; teacher, student, and parent interviews; and classroom observations. Results indicated that the program could be adapted to Scottish and Welsh classrooms. Students and teachers considered it interesting and enjoyable, and they felt it helped students' concentration and behavior in class and significantly assisted students in relaxing and refocusing. The program contributed to students' awareness of their bodies, health issues, and teacher-student relationships. The support of headteachers and/or administrators was crucial for staff confidence in using the program. The program could be related to aspects of the wider curriculum. Parents' knowledge of the program was limited, but parents were supportive. (SM)

ED 450 115 SP 039 791

A Report of Educator Preparation in Colorado: A Summary of Annual Reports Submitted by Colorado Educator Preparation Institutions for the Period August 31, 1999 through September 1, 2000.
PUB DATE- 00
NOTE- 18p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Graduates; Graduation; Higher Education; *Preservice Teacher Education; Tables (Data); *Teacher Certification; Teachers
IDENTIFIERS- *Colorado

This report presents data submitted by Colorado deans of education which indicate the number of education students recommended for licensure and endorsements during the 1999-00 school year. Data are presented on the following topics: Colorado institutions of higher education approved for educator preparation programs: number of students recommended for licensure and endorsements 1999-00 (total 2,901); numbers of students recommended for Colorado licensure, 1999-00 by endorsement areas (total 2,901); Colorado teacher education graduates 1972-82; Colorado teacher education graduates 1982-92; and Colorado teacher education graduates 1992-99. (SM)

ED 450 116 SP 039 792

Eberhard, Joseph; Reinhardt-Mondragon, Patricia; Stottlemyer, Bobbi
Strategies for New Teacher Retention: Creating a Climate of Authentic Professional Development for Teachers with Three or Less Years of Experience.
PUB DATE- 00
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Career Choice; Elementary Secondary Education; *Faculty Development; Job Satisfaction; *Labor Turnover; Mentors; Teacher Attitudes; Teacher Characteristics; *Teacher Persistence; Teachers
IDENTIFIERS- Emergency Teacher Certification; Texas

This study investigated problematic aspects of teaching that influenced beginning teachers' decisions to continue teaching or leave the profession. Participants were new teachers with 3 or less years of experience from 25 south Texas districts. Surveys were mailed to each campus for distribution. The survey instrument asked teachers about demographics;

students take the Washington Assessment of Student Learning (WASL) tests. The surveys asked about the respondents' familiarity with the reform and their opinions about it. Principals were also asked about the implementation of the reform, including changes to standards, curriculum, and assessments. Teachers were asked about participation in professional development and changes in their classroom practices. Surveys showed districts and schools in transition, with change not always occurring uniformly. Principals and teachers had studied the reform, and believed they understood it. Teachers were changing classroom practices with the most visible changes being those related to the WASL results. Mathematics teachers and elementary school teachers had made more changes than writing teachers and middle school teachers. The surveys also show a mixed picture about the relationship between school practices and WASL scores. Four appendixes contain examples of essential academic learning requirements for writing and mathematics, survey items included in the regression analyses, and results of the regression analyses. (Contains 35 tables, 20 figures, and 29 references.) (SLD)

ED 450 137 TM 032 327

Briars, Diane J.; Resnick, Lauren B.
Standards, Assessments--and What Else? The Essential Elements of Standards-Based School Improvement. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Educational Assessment; *Educational Change; Elementary Education; Elementary School Students; *Mathematics Achievement; Mathematics Instruction; Professional Development; Student Evaluation
IDENTIFIERS- *Pittsburgh School District PA; Reform Efforts

The effects of a nearly complete standards-based system in mathematics were evaluated. The Pittsburgh Public School system, Pennsylvania, has adopted a standards-based system that has been largely put into place between 1992 and 1998. The program includes content and performance standards, standards-based assessments, standards-based instructional materials, and standards-based professional development for teachers and administrators. Data on elementary school mathematics assessments from 1995-1996 through 1997-1998 were used to explore the effects of the implementation of this system. The New Standards Reference Examination and the Iowa Tests of Basic Skills were used to assess mathematics achievement. Taken as a whole, the standards-based policy has produced an overall rise in mathematics achievement in the school district. The most dramatic increases were achieved by the 1998 cohort of fourth graders, the first group to experience the standards-based program from kindergarten through first grade. Program implementation varied throughout the schools, but strong implementation was associated with an increase in measured achievement. Some barriers to program implementation are discussed. (Contains 8 figures, 3 tables, and 10 references.) (SLD)

ED 450 138 TM 032 328

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; *National Competency Tests; National Surveys; Participation; *Research Design; Research Methodology; *Sampling; *Selection; *Standardized Tests
IDENTIFIERS- *National Assessment of Educational Progress; National Center for Education Statistics

Each year, the National Center for Education Statistics (NCES), asks thousands of schools and students to participate in the National Assessment of Educational Progress (NAEP). Their participation allows NCES to provide accurate information nationwide on how U.S. students perform in a variety of academic subjects. The NAEP uses a multistage sampling method to select the schools and students who will participate in a given NAEP assessment. For these assessments, NCES began by dividing the country into about 1,000 geographical sampling units and then arranging schools in categories similar to those used in selection of the sampling units. NCES deliberately oversamples private schools and schools with high majority populations. NAEP national and state assessments are done separately. Once a school has been selected for either a state or national assessment, students within the school are classified by grade and then selected at random. NAEP cannot accept either schools or students as voluntary participants in NAEP. The sampling techniques that NCES uses in NAEP allow NCES to produce detailed results on student performance while using only a small sample and a minimum of student time for administration of the assessment. (SLD)

ED 450 160 TM 032 351

White, Sheida; Smith, Connie; Vanneman, Alan
How Does NAEP Ensure Consistency in Scoring?
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; *National Competency Tests; National Surveys; *Reliability; Research Design; Research Methodology; Scores; *Scoring; *Standardized Tests
IDENTIFIERS- *National Assessment of Educational Progress; *Rater Reliability

The National Center for Education Statistics (NCES) has been conducting the National Assessment of Educational Progress (NAEP) since 1969. In addition to conducting regular assessments in reading, mathematics, science, and writing, the NAEP conducts assessments in other subjects, such as geography, U.S. history, civics, and the arts. Each national assessment generates thousands of student responses that must be scored individually. The NCES and its contractors have developed a large number of special techniques to ensure that the constructed response questions of the NAEP assessments can be scored consistently. Scorers are selected carefully and then trained to score short and extended constructed response questions consistently. They are given opportunities to practice until they are thoroughly familiar with the scoring guides. For scoring purposes, student answers are converted into computer images so that all answers for a given question are grouped and scored at the same time. Scorers are monitored by supervisors and a minimum standard agreement rate is set for each question. Decisions by scorers working on current assessments are compared with decisions by past scorers when data on the increasing numbers of homeless students in the area. Section 3 describes common problems faced by homeless students, including family mobility, frequent change of schools, lack of friends, lack of basic resources, parental distress, social stigma, and loss of personal possessions and pets. Section 4 examines the impact of homelessness on children, focusing on educational issues and socio-emotional and behavioral issues. Section 5 presents strategies for school personnel (e.g., welcome the child to school, have a buddy system in place, utilize peer tutors, plan ahead, and avoid assignments requiring a television). Section 6 discusses the importance of homeless children attending school, highlighting the McKinney Homeless Assistance Act. Section 7 explains why families are homeless. Section 8 presents resources to help build safety nets of support (e.g., locations of homeless shelters, useful information to give homeless parents when they enroll their children in school, and fact sheets on homelessness). (SM)

ED 450 179   UD 033 999

Kahn, Alfred J.; Kamerman, Sheila B.
Contracting for Child & Family Services: A Mission-Sensitive Guide.
PUB DATE- 99
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Abuse; Child Advocacy; *Child Welfare; *Contracts; Federal Legislation; Foster Care; *Health Maintenance Organizations; *Privatization; Social Services
IDENTIFIERS- *Requests for Proposals

This report presents a guide to successful contracting of child and family social services during a new era in child welfare. The six chapters focus on: (1) "Privatization, Purchase of Service, Managed Care, and the Child Welfare Reform Agenda" (the continuing crisis, reforming the local child welfare delivery system, and the federal framework); (2) "Privatization, Purchase of Service, and Managed Care" (privatization, purchase-of-service contracting, managed care, and networks); (3) "Getting Started: Public Authorities and the First Decisions" (e.g., what the goals are, whether more privatization is needed, purchase of service versus managed care, whether service networks are to be part of the design, and prospects for staffing); (4) "From RFP to Contract: The Contracting Agency" (e.g., clarifying the delivery system to be created, testing the delivery system, drafting the request for proposal, and covering a portion of the Department's responsibilities); (5) "Shaping the Agreement" (rating the proposals, risk and risk sharing, outcome and performance contracting, and tough and supportive contracting); and (6) "Responding to RFPs: The Service Provider" (determining whether this should be done, weighing an independent proposal versus a consortium, and urgent considerations such as capital requirements, staffing, administrative capacity, technical qualifications, and financial risk). (SM)

ED 450 180   UD 034 001

Moffitt, Robert; Roff, Jennifer

corporate, and public sectors. These respondents believe that: diversity is a complex and evolving notion; organizations employ a common set of approaches for pursuing diversity; change within individual groups and organizations can leverage more widespread change within a field of practice; and common factors foster or inhibit diversity progress. Conditions that appear critical to diversity progress include: promoting a shared understanding of diversity priorities; linking diversity objectives to organizational mission; sharing responsibility for communication so that change occurs on multiple levels; and seeing diversity work as an ongoing process, not a project, which requires resources in keeping with this long-term perspective. The appendixes describe the study in detail. (SM)

ED 450 199 UD 034 020

Huang, Chien-Chung; Garfinkel, Irwin; Waldfogel, Jane
Child Support and Welfare Caseloads. Discussion Paper.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 00
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Support; Child Welfare; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; *Child Support Enforcement

This report tests the hypothesis that strong child support collection is associated with lower welfare caseloads. It uses annual state panel data from 1980-96 to replicate previous models and incorporate the effects of child support. The primary analysis technique is fixed effects regression of welfare caseloads with welfare caseloads as the dependent variable, and child support, demographic, economic, welfare, and political variables as independent variables. The key independent variable is the strength of the state's child support enforcement system. Results indicate that child support plays a moderate to large, and hitherto unrecognized, role in reducing welfare caseloads. Specifically, depending on the model, estimates imply that the improvement in child support collection between 1980-96 reduced welfare caseloads by 12-17 percent in 1996. The inclusion of child support largely improves the ability to explain the change in welfare caseloads that would not be explained by welfare and/or economic factors alone, although it also somewhat decreases the estimated effect of those other factors. (Contains 37 references.) (SM)

ED 450 200 UD 034 021

A Closer Look at Our Schools: A Report from the Community to the Community.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Class Size; Dropouts; *Educational Environment; *Educational Finance; Elementary Secondary Education; Enrollment Trends; Grade Repetition; *Public Schools; School Size; Special Education; Student Evaluation; Suspension; Tables (Data); Teacher Attendance;

Hook, Sara Anne, Comp.; Lees, N. Doug, Comp.; Powers, Gerald, Comp.
Post-Tenure Review. SPEC Kit 261.
PUB DATE- 00
NOTE- 118p.; SPEC Flyer not included. Published six times per year.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Evaluation Criteria; Higher Education; *Librarians; *Library Policy; Library Surveys; *Personnel Evaluation; Professional Development; Questionnaires; Research Libraries; *Tenure
IDENTIFIERS- Association of Research Libraries; *Post Tenure Review

This SPEC (Systems and Procedures Exchange Center) Kit reports results of a survey of ARL (Association of Research Libraries) that examined post-tenure review of librarians throughout higher education in North America. The purpose of the survey was to identify which institutions apply post-tenure or post-continuing appointment review to library professionals, whether the policy is the same as for faculty, what the process and criteria for review are, and what the consequences and impact of review are for library professionals. A copy of the questionnaire with tabulated results is presented. The following representative documents from participating libraries are included: (1) tenure and continuing appointment policies from Colorado State University, Iowa State University, and Texas Tech University; (2) tenure criteria from Colorado State University, Iowa State University, Pennsylvania State University, and the University of Tennessee; (3) post-tenure review policy from Colorado State University, Iowa State University, the University of Florida, Pennsylvania State University, the University of Tennessee, Texas A&M University, Texas Tech University, and Virginia Tech University; (4) professional development plans from the University of Hawaii, Indiana University, and Texas A&M University; and (5) discipline and dismissal policies from Colorado State University, Iowa State University, Pennsylvania State University, and Texas Tech University. (Contains 71 references.) (MES)

ED 449 809 IR 057 979

Frank, Heidi, Comp.; Nicholson, Shawn, Comp.; Dickson, Laura, Comp.; Miller, Terri Tickle, Comp.
The Interview Process. SPEC Kit 260.
PUB DATE- 00
NOTE- 94p.; SPEC Flyer not included. Published six times per year.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Employment Interviews; Higher Education; *Librarians; *Personnel Selection; Questionnaires; *Research Libraries
IDENTIFIERS- Association of Research Libraries

This SPEC (Systems and Procedures Exchange Center) Kit reports results of a survey of ARL (Association of Research Libraries) that examined the nature and structure of the interview process at large research and academic libraries in the United States

Tables (Data); Two Year Colleges
IDENTIFIERS- California Community Colleges

The annual report provides demographic, employment, workload, and compensation information on California community college employees. It provides minimal analysis and is designed to provide reference information to persons at the state and district levels who use data on community college staffing for collective bargaining, accreditation reviews, effectiveness studies, and policy analysis. Data for this report were collected through the Chancellor's Office Management Information System from all 71 California community college districts and are presented by race and gender. The report is divided into seven sections. Section 1 provides general information for all categories of employees, including data on headcounts, full-time-equivalency (FTE), staffing levels by course disciplines/expenditure codes, and 5-year profiles of faculty headcounts and compensations. Section 2 covers full-time faculty, which includes employees with workloads greater than 60% FTE with classification of Contract, Regular, and Temporary. Section 3 offers information about teaching and nonteaching part-time faculty. Section 4 deals with academic administrators, which include certified executives, administrators, and mangers working full-time. Section 5 reports on classified administrators. Section 6 deals with classified professionals. The last section reports classified other, which includes full-time clerical/secretarial, technical/paraprofessional and plant service and maintenance employees hired under classified service. Appendix defines Staff Data Elements from the Management Information System Data Element Dictionary. (JA)

ED 449 828   JC 010 136

Abou-Sayf, Frank, K.; Pagotto, Louise; Wehrman, Steve
Academic Development Plan, 1997-2002.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Assessment; *Educational Planning; Educational Trends; Futures (of Society); Institutional Mission; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *University of Hawaii Kapiolani Community College

This document presents the Strategic Plan and Academic Development Plan for Kapi'olani Community College (KCC) (Hawaii). In addition to its liberal arts transfer mission, KCC offers the state's only programs in Health Sciences and Legal Education and the only community college nursing programs on Oahu. The goals in the Strategic Plan document maintain or add to current practices and directions. The Academic Development Plan should be used as a point of reference, as a planning document, as leverage for initiatives. KCC has as its mission to broaden access to postsecondary education in Hawaii by providing open-door opportunities for students to enter quality educational programs. The college's long-range planning process is part of a comprehensive approach which seeks to integrate academic program planning and budgeting through a participatory process involving faculty, staff, and students. Among the planned or anticipated changes are improvements in educational technology and networked communications and new models of delivery, which provide more flexibility in course offering and

PUB DATE- 00
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Policy; *College Faculty; Community Colleges; *Faculty Handbooks; Personnel Policy; *School Policy; Two Year Colleges
IDENTIFIERS- *Valencia Community College FL

This handbook provides Valencia Community College (Florida) faculty members with up-to-date and useful information regarding college policies and procedures that enhance their effort. It presents general procedures, professional responsibilities and behavior, academic issues and procedures, curriculum, faculty personnel issues, and forms important to faculty. Examples of issues covered are: (1) Accidents, incidents, and injuries on campus or at college sponsored off-campus events involving students or college employees are to be reported immediately to security and to a department chair supervisor; (2) Should it be necessary for faculty to miss a class, the chair must be notified as soon as possible. If time allows, the chair will arrange for a substitute for the class; (3) All forms of academic dishonesty are prohibited at Valencia Community College. Academic dishonesty includes, but is not limited to plagiarism, cheating, furnishing false information, forgery, alteration or misuse of documents, misconduct during a testing situation, and misuse of identification with intent to defraud or deceive; and (4) Any employee of the college who learns of behavior that may constitute sexual harassment is urged to communicate that information to an appropriate college official. To the greatest extent possible, steps should be taken to maintain the confidentiality of any allegations of sexual harassment. Appendix describes services for students with disabilities. (JA)

ED 449 849 JC 010 166

Academic Year Report, 1999-2000.
PUB DATE- 00
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Annual Reports; *College Outcomes Assessment; *Community Colleges; *Educational Finance; *Enrollment; Financial Support; Institutional Characteristics; School Effectiveness; School Personnel; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *Washington Community and Technical Colleges

This report provides a snapshot of funding, facilities, staffing, and enrollments in Washington's community and technical colleges in the 1999-2000 academic year. The report also describes key measures of student outcomes, and addresses the most frequently asked questions related to expenditures, personnel and students. Report highlights include: (1) the Washington community and technical colleges served 472,470 students in 1999-00, the largest number ever enrolled; (2) the community and technical colleges enrolled the equivalent of 153,559 full-time students (annual FTEs) each quarter in 1999-00; (3) the racial composition of the student population was

Ratios and Current Grade Point Ratios, University of Hawaii Community Colleges, Fall 1998.
PUB DATE- 99
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Community Colleges; Courses; *Credits; Educational Objectives; *Grade Point Average; *Grades (Scholastic); Majors (Students); Reports; Tables (Data); Two Year Colleges; Vocational Education
IDENTIFIERS- *University of Hawaii Community College System

This document summarizes fall 1998 data on student achievement at the University of Hawaii's seven community colleges along two dimensions: the current grade point ratios earned by students, by program; and the distribution of grades in the courses offered by the colleges. Data are presented for the system and for each individual college. The data include the grades given to and earned by all students registered for credit courses. The data are presented in five tables: (1) distribution of grades; (2) average grades assigned; (3) credits earned ratios; (4) course completion ratios; and (5) current GPRs by major and educational objective. Major findings are briefly summarized, including the following: (1) slightly less than half (49.4 percent) of the grades are "A's" and "B's"; (2) the average grade for all campuses is 2.7; (3) the credits earned ratios range from 66.7 percent (natural sciences courses) to 89.6 percent (food service and hospitality education courses); (4) the course completion ratio is 90.9 percent and ranges from 94.3% for vocational courses to 89.6% for general education courses; (5) and the current average GPR of community colleges students is 2.69, with vocational education majors earning higher GPRs (2.79) than liberal arts majors (2.59). (JJL)

ED 449 870 JC 990 526

Howard Community College (HCC) Market Share of Howard County Residents and High School Graduates: Trend Tables and Data Documentation.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Bound Students; *College Choice; College Freshmen; Community Colleges; *Enrollment; Enrollment Trends; Full Time Students; *High School Graduates; Higher Education; Part Time Students; Surveys; Tables (Data); Trend Analysis; Two Year Colleges
IDENTIFIERS- *Howard Community College MD; Maryland

This data report includes trend tables from three sources of data regarding where Howard County (Maryland) citizens and recent high school graduates attend college. These trend tables are described and documented with minimal analysis and are intended to serve as a central data source for further development of charts, presentations, and analyses of particular situations. One statewide system, SOAR, tracks recent high school graduates to public and private campuses in Maryland. Trends indicate that HCC gets 30% of the recent high school graduates who go as full-time students to Maryland campuses. Four-year trends are provided for each public high school in Howard County. The Howard County Department of Education Post Graduation Survey indicates that eighty-five percent of the respondents reported they had attended college during the first year out of school.

steps of the program, which include: (1) visits to an ethnological museum, crafts workshops, and fabric or carpet factories; (2) a folk-art corner in the classroom; (3) painting and drawing of traditional folk designs; (4) painting with string; (5) string collage and construction; (6) fabric collage and construction; and (7) weaving. Contains 19 references. (EV)

ED 449 890   PS 029 177

Hammarberg, Thomas
A School for Children with Rights: The Significance of the United Nations Convention on the Rights of the Child for Modern Education Policy. Innocenti Lectures: 1997 Lecture.
PUB DATE- 98
NOTE- 33p.; Speech presented as an Innocenti Lecture to the UNICEF International Child Development Centre (Florence, Italy, October 23, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Child Welfare; Children; *Childrens Rights; Community Role; Culturally Relevant Education; Curriculum; Developed Nations; Developing Nations; *Educational Change; Educational Opportunities; *Educational Policy; *Educational Quality; *Elementary Secondary Education; *Equal Education; Foreign Countries; Parent Role; Public Policy; Student Role; Teacher Role
IDENTIFIERS- *United Nations Convention on Rights of the Child

Noting that in both developing and developed nations schools may be found that do not reflect the vision of the United Nations Convention on Rights of the Child, this report examines the articles of the Convention dealing with education and discusses their implications for the development of educational policy. The report describes articles in the Convention dealing specifically with education: (1) Article 28 defines education as a right and recommends steps for this right to be achieved progressively and on the basis of equal opportunity; and (2) Article 29 addresses the purpose of school education. Articles delineating general principles of the Convention are also described, relating to nondiscrimination; best interests of the child; rights to life, survival, and development; and view of the child. The report maintains that the general principles outline a direction for progressive educational reform and analyzes eight areas of potential reform: (1) universal access to basic education; (2) equal opportunities; (3) the appropriate content of education; (4) cultural roots and global values; (5) new methods of learning; (6) mutual respect; (7) pupil participation; and (8) the role of teachers, parents, and the community. The report further examines differences in implementation of educational changes in developing nations, discusses the problems of inadequate resources, and notes that development has to start from the local community. The report concludes by asserting that although the global long-term trend is to give education more priority, it is not certain that the movement will be toward schooling in the spirit of the Convention. However, the Convention has the potential to make a unique contribution in every country. (Contains 19 reference notes.) (KB)

ED 449 891   PS 029 178

Powney, Janet; Malcolm, Heather; Lowden, Kevin diversity are two main educational goals for early childhood education. Because identity is replacing the older concept of race and is serving as the basis for a new form of segregation, it is necessary to redefine the terms "identity" and "cultural identity." Identity involves processes in continual flux, resulting in images of identity at a particular moment. Many children are able to deal with various identities, each with its own value system and own language. It is a mistake to confine identity to membership in a number of subcultures; rather, personal, communal, and universal elements fuse to form a unique identity. The concept of identity becomes dangerous when groups place one part of their identify so high in a hierarchy that other aspects are neglected. The Eriksonian concept of identity needs to be adapted to current society to help children build a personal, multiple self-image and sense of belonging to multiple groups. Early childhood educators can help children negotiate between different reference groups, because child care settings are where children are confronted--probably for the first time-- with society's diversity and complexity. The development of prejudice is also crucial to identity development. Although adults find it difficult to identify prejudice in young children, it is at this age that prejudice should be addressed. An active pedagogy on how to deal with diversity in the group is necessary to fulfill the socializing function of public early childhood education. By discussing forms of diversity, children gradually learn that people can have different views and still understand each other. (Contains 15 references.) (KB)

ED 449 909   PS 029 206

Kirwan, Ann
Brighter Babies, Stronger Families: How Home Visitors Help Families Grow Together. An Ounce of Prevention Fund Paper.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Experience; *Early Intervention; *Family Programs; *Family (Sociological Unit); *Home Visits; *Infants; *Parents; Program Descriptions
IDENTIFIERS- *Family Support; First Time Mothers

Noting that parents often receive little support during their child's first weeks and months, this paper discusses how voluntary home visiting for families with young children can help provide parents of all educational, economic, and cultural backgrounds with the information, advice, and support they need in their new role. The paper notes the importance of the early years for brain development, early relationships with parents and other caregivers, and development of confidence. The report presents evidence that new parents lack confidence about caring for their infant and seek support and guidance. The role of the home visitor is discussed, including ways in which home visitors build on the natural capacities and interests of a family and how they break the isolation often felt by new parents. Evidence from longitudinal studies is presented regarding the effectiveness of home visiting related to healthy child development, parent-child bonding, parental self-sufficiency, and its cost-effectiveness relative to intervention and treatment services for child abuse. Characteristics of successful home visitor programs are outlined: (1) voluntary; (2) relationship-based; (3) focused on references.) (SV)

ED 449 927 RC 022 717

Kannapel, Patricia J.; Aagaard, Lola; Coe, Pamelia; Reeves, Cynthia A.
Elementary Change: Moving toward Systemic School Reform in Rural Kentucky.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 254p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Involvement; *Educational Change; *Educational Needs; Educational Objectives; Educational Policy; Elementary Education; Elementary Schools; Leadership Training; Professional Development; Program Evaluation; Qualitative Research; *Rural Schools; School Based Management; School Districts; State Legislation; State Standards
IDENTIFIERS- Kentucky; *Kentucky Education Reform Act 1990; *Policy Implementation; Systemic Change

From 1990 to 2000, a qualitative study of the implementation of the Kentucky Education Reform Act (KERA) was conducted in four small rural school districts in Kentucky. KERA reflects key components of what would later be termed "systemic reform": a unifying set of goals that all students must attain, a coherent system of instructional guidance, and a restructured governance system. In addition, KERA has other components, such as the ungraded primary program. This book presents findings from the second phase of the 10-year study, focusing on the effects of KERA on curriculum, instruction, and student learning in six elementary schools in the four districts. In all six schools, student achievement improved, but in five schools, teachers focused more on improving whole-school performance on achievement measures than on improving the learning of each student, and had difficulty raising their expectations for low-income and minority children. KERA reforms increased classroom writing, the variety of instructional strategies, integration of subject matter, classroom computer use, and open-ended response and portfolio items for classroom assessment. However, teachers had difficulty moving beyond a teacher-directed approach, and only a few integrated technology effectively into the curriculum. Testing for accountability became the focus of the assessment system, and the KERA goal of continuous performance-based student evaluation was neglected. School-based decision-making councils did not make most key decisions as intended by KERA. The findings also note the importance of school leadership accountability goals and the need for more time for teachers in meeting school professional development. Ten appendices present KERA goals; dissemination efforts; data collection and research questions for both phases of the study; interview protocols; and characteristics of parents, students, and community members interviewed. (Contains 151 references.) (TD)

ED 449 928 RC 022 744

National Youth Development Strategy.
PUB DATE- 00
NOTE- 17p.; Published by Ausyouth, a partnership between the Office of Employment and Youth, Department of Education, Training, and Employment South Australia, and the Duke of

effective institutions, which are characterized by four elements: stability in the rules themselves, depoliticizing day-to-day business decisions, depoliticizing dispute resolution, and bureaucratic structures and procedures that can get things done predictably and reliably. The significance of effective local institutions of governance rises dramatically as local control rises. Successful economic development requires strategic thinking, a systematic examination not only of assets and opportunities but of priorities and concerns characterized by long-term thinking, systemic thinking, and a broad societal focus. Good leadership is important. Good leaders are precipitators, breaking with past habits and establishing new kinds of behavior; they are conduits for information; they encourage leadership on the part of others; and they build governing institutions that are not themselves dependent on good leadership. Rural leadership training is needed, along with research-derived models of institutional structures that work best in particular community circumstance. (Contains 37 references.) (TD)

ED 449 945   RC 022 808

Isserman, Andrew M.
Creating New Economic Opportunities: The Competitive Advantages of Rural America in the Next Century.
PUB DATE- 00
NOTE- 22p.; In: Beyond Agriculture: New Policies for Rural America; see RC 022 804.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economic Development; Employment Opportunities; *Futures (of Society); Migration Patterns; *Older Adults; Population Trends; *Public Policy; *Rural Development; *Rural Urban Differences; *Sociocultural Patterns

Much of today's rural America will be the fastest growing part of the nation in the next half century. The spread of large cities and the creation of new ones, the addition of almost 30 million senior citizens, and immigration into rural areas are powerful forces contributing to the development of rural America. Rural areas are competitive in a broad and growing range of industries, which in time will include elements of the new economy. Some rural places will be left behind. The Appalachian Regional Commission has demonstrated that successful regional development is possible, but the political will is lacking to implement it elsewhere, and rural places languish unnecessarily with poverty and unemployment. Our current statistical system makes it impossible to talk about rural America from a factual foundation, as "rural" is only defined as the absence of "metropolitan" and is confined to county boundaries. That which is rural must be defined and measured, because urban and rural are intertwined and key policy issues result from their interaction. The continuous metropolitanization of rural America is one dimension of that interaction, but metropolitanization does not mean the demise of rural activities, as demonstrated by more than a million metropolitan farmers. Rural policy must assure that growth happens on fair and wise terms conducive to both rural and urban people and activities. (Contains 14 references.) (TD)

ED 449 946   RC 022 809

Lopez, Marianne Exum

Land of Plenty: Diversity as America's Competitive Edge in Science, Engineering and Technology.
PUB DATE- 00
NOTE- 102p.; Report of the Congressional Commission on the Advancement of Women and Minorities in Science, Engineering and Technology Development.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; *Diversity (Institutional); Engineering; *Females; High Schools; Higher Education; Information Technology; *Labor Force; Labor Market; *Minority Groups; Public Opinion; Sciences

Warnings are coming from business leaders on a critical labor shortage, especially in information technology; however, representation of women, minority groups, and persons with disabilities in the U.S. science, engineering, and technology (SET) workforce could be improved. Preparing the nation for the evolving nature of work is important as well as providing an adequate number of SET workers. This document presents the recommendations of the Commission on the Advancement of Women and Minorities in Science, Engineering and Technology Development which are based on examinations of the barriers that exist for underrepresented minority groups, people with disabilities, and women in different levels of the SET pipeline. The recommendations focus on these points: (1) Precollege Education; (2) Access to Higher Education; (3) Professional Life; (4) Public Image; and (5) Nationwide Accountability. (Contains six pages of endnotes.) (YDS)

ED 449 964 SE 064 170

Cruz, Dulce Marcia; de Moraes, Marialice; Barcia, Ricardo Miranda
Tele-Learning and Distance Learning Re-Engineering Process.
PUB DATE- 98
NOTE- 7p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Constructivism (Learning); Continuing Education; *Distance Education; Educational Environment; Foreign Countries; *Interactive Television; Internet; Learning Processes; *Telecommunications
IDENTIFIERS- Brazil; *Video Teleconferencing

The adoption and use of new interactive technologies in Distance Education, especially Tele-learning is a growing tendency in the most advanced countries. Nowadays, this tendency is so strong that being interactive is seen as a necessary pre-condition. Some reasons for this are a the growing perceived value of group-working; the popularization of the constructivist model, where the process and context in which the learning happens has a significative value; the lowering prices of telecommunication equipment and transmission costs, that facilitates its application to a wide variety of purpose and objectives. Tele-learning may be seen as an answer to the demand for open and flexible learning, using different technologies, in different context, among different levels and learning styles. It also attends to the pedagogical and curricular questions of different institutions, educational or not, as well as to different philosophical and strategic goals.

ED 449 985 SE 064 512

deBettencourt, Kathleen B.; Feeney, Matthew; Barone, A. Nicole; White, Keith
Environmental Connections: A Teacher's Guide to Environmental Studies.
PUB DATE- 00
NOTE- 199p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Environment; *Environmental Education; *Learning Activities; *Resource Materials
IDENTIFIERS- *Environmental Literacy

This guide assists teachers who teach an environmental science course or include environmental topics in their curriculum. The guide is intended to help educators and students find resources that enable them to examine issues in greater depth. A brief summary of a number of environmental issues that are often mentioned in textbooks, in the media, and in scientific journals is provided. The book offers a range of resources that would be helpful in researching an environmental topic, including those textbooks that cover scientific concepts in some depth, online and print articles that explain the topic in clear and simple terms, sources of data for further analysis, and books and articles from scientific journals that present the current state of scientific understanding. Resources that analyze the economic policy aspects of issues and address the risks and tradeoffs inherent in decision-making are also included. The book is divided into 14 chapters covering topics such as water, biodiversity, air quality, global climate change, energy, forests, food and agriculture, soils, mineral resources, population studies, waste management, toxicology and risk, and environmental decision-making. (SAH)

ED 449 986 SE 064 550

Forest Treasures: The Magical World of a Hawaiian Rainforest. CD-ROM .
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 0p.; Produced by Moanalua Gardens Foundation. Funding also provided by Outrigger Hotels Hawaii.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Animals; *Biology; *Ecology; Elementary Secondary Education; Environmental Education; Optical Data Disks; *Plants (Botany); *Rainforests; Science Activities; Science Instruction; *Story Telling
IDENTIFIERS- *Hawaii

This CD-ROM helps learners discover forests in Hawaii and around the world through many science activities. Activities include climbing to the canopy where the calls of unusual birds can be heard; discovering bizarre creatures that dwell in dark, damp

ED 450 009 SO 031 673

Goodall, H. L., Jr.
Writing the New Ethnography. Ethnographic Alternatives Book Series, Volume 7.
PUB DATE- 00
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Discourse; *Ethnography; *Ethnology; Field Studies; Higher Education; Naturalistic Observation; *Research Reports; *Scholarly Writing; Social Studies
IDENTIFIERS- Authorship

This book aims to provide a foundational understanding of the writing processes associated with innovative forms of ethnographic writing. Interdisciplinary in approach, the book offers advice, examples, and exercises for every step in the ethnographic writing process, including field observation, field notes, narrative development, and editing. It offers discussions of ethics, representation, and academic institutions to prepare students for dilemmas they may face as writers in the social sciences and humanities. Following a preface, the book includes the following chapters: (1) "On Becoming an Ethnographer in the Academy"; (2) "Finding the Story in Ethnographic Words"; (3) "Representing Ethnographic Experiences: From Fieldwork to Fieldnotes to Stories"; (4) "Voice, Reflexivity, and Character: The Construction of Identities in Texts"; (5) "The Ethics of Writing Ethnography"; and (6) "The Future of New Ethnographic Writing." Each chapter contains suggestions for further reading. Contains an extensive reference list. (BT)

ED 450 010 SO 031 740

Ng, Shun Wing
The Impact of Social Class on Development of Home-School Relations in Hong Kong.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Conference of the Comparative and International Education Society (43rd, Toronto, Ontario, Canada, April 14-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; *Educational Change; Educational Research; Elementary Education; *Family School Relationship; Foreign Countries; Parent Participation; Qualitative Research; *Social Class
IDENTIFIERS- *Hong Kong; Naturalistic Research

Encouraging parents to participate in school education to improve home-school relations is one of the prime focuses in the current education reform movement in Hong Kong. However, there is a paucity of empirical studies on how parental involvement in school is affected by parental social status. This study reports the thoughts and perceptions of four parents of the middle and working class on their involvement in the schooling process of their children. By comparing the practice of how they are involved, eight categories of proposition emerged from the data. Findings indicate that parents of the working class are in a less favorable situation in participating in school

Folk Art Collection.
PUB DATE- 90
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Art Education; *Art Expression; *Artists; *Cultural Context; Elementary Secondary Education; Field Trips
IDENTIFIERS- *Folk Art; Museum Collections; National Museum of American Art DC

This guide prepares students for a visit to the Hemphill Folk Art Collection at the Smithsonian American Art Museum. The guide includes a map showing the six states from where the art works originated; questions and answers about the art; and activities for students. As students read the guide and look at the photographs of the art works, they are asked to think about why every person has the "urge to create." The following art works are shown and discussed: "Gorilla" (1976) by Felipe Benito Archuleta, a carved and painted cottonwood figure; "Ohio State University Stadium" (1984) by William Hawkins, enamel housepaint on paneling with a painted wood frame; "Bottlecap Lion" (after 1966) by an unidentified artist, a figure of carved and painted wood, bottlecaps, flashcubes, fiberboard, and plastic; "Fan Quilt, Mount Carmel" (January 16, 1893) by residents of Bourbon County, Kentucky, embroidered, appliqued, and pieced cotton, wool, and silk with paint and chromolithographic decals; "Mickey Mouse Kachina" (after 1930) by an unidentified Hopi artist, a figure of carved and painted cottonwood, feathers, and string; and "Wedding Cake Basket" (1986) by Mary Adams, sweet grass and ash splint basketry. (BT)

ED 450 033 SO 032 524

Dreeszen, Craig; Aprill, Arnold; Deasy, Richard
Learning Partnerships: Improving Learning in Schools with Arts Partners in the Community. A Guide to Arts and Education Collaboration.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Arts, Washington, DC.
PUB DATE- 99
NOTE- 29p.; Produced by the Arts Education Partnership.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Education; *Dance Education; Elementary Secondary Education; Guidelines; *Music Education; Public Schools; *School Community Programs; *School Community Relationship; Student Improvement; *Theater Arts
IDENTIFIERS- *Learning Partners

The purpose of this guide is to offer guidance to community leaders from the arts, education, business, civic, and government sectors who seek to combine their talents and resources in partnerships to address the arts and arts education needs of the young people of their community. The guide draws on and summarizes the knowledge and experience of leaders throughout the United States who have found partnerships an effective and productive approach to addressing community needs. The specific focus of the guide is on partnerships that engage multiple sectors of the community in an effort to provide arts education to students throughout an becomes what teacher educators should do about students who base teaching on these types of beliefs. Students should be made aware of their beliefs/values related to teaching, and teacher educators should look for ways to integrate theory and practice so they will be integrated in the teacher. Contains a figure and 72 references. (BT)

ED 450 054   SO 032 571

Rosenthal, Alan; Kurtz, Karl T.; Hibbing, John; Loomis, Burdett
The Case for Representative Democracy: What Americans Should Know about Their Legislatures.
PUB DATE- 01
NOTE- 66p.; A publication of the Trust for Representative Democracy.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Citizen Participation; Citizenship Education; *Democracy; Government (Administrative Body); *Government Role; Legislation; *Legislators; *Political Attitudes; Political Issues; Political Power; Public Affairs Education; Secondary Education; Social Studies
IDENTIFIERS- Representativeness; *State Legislatures; United States

This guide is a revised and adapted version of a previous monograph, "A New Public Perspective on Representative Democracy: A Guide for Legislative Interns." The guide focuses on civic perspective: how citizens view the political institutions, processes, and people that are fundamental to representative democracy in the United States. It describes the core features of representative democracy in the U.S. Congress and the state legislatures and provides exercises that enable people to make judgments about the U.S. political system. On-line resource materials augment the guide. The following chapters comprise the bulk of the guide: (1) "What Makes Legislators Tick?"; (2) "How Legislators Are Linked to Constituents"; (3) "Where People Stand"; (4) "How Special Are Interests?"; (5) "Why the Process Is Contentious"; and (6) "What Makes the System Accountable?" Contains 4 figures, 8 tables, and a resource list of books, magazines, and Web sites. (BT)

ED 450 055   SO 032 572

Thornton, Stephen J.
The Pedagogical Demands of Subject Matter: Implications for Teacher Educators.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (80th, San Antonio, TX, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Accountability; Elementary Secondary Education; Higher Education; *Knowledge Base for Teaching; *Liberal Arts; Methods Courses; *Preservice Teacher Education; *Social Studies
IDENTIFIERS- National History Standards; *Subject Content Knowledge

the future. School administrators completed surveys about school policies and procedures, teacher characteristics, health service provisions, and student characteristics. Students and parents completed interviews. Section 1 discusses resulting data on interrelationships among race, income, and family structure. Section 2 examines individual factors and friends and family influence on teen behavior. Both sections highlight cigarette use, alcohol use, suicidal thoughts and attempts, weapon-related violence, and sexual intercourse. While demographic factors influence behavior, they do not cause teens to engage in high risk behavior. It is necessary to move away from a focus on demographic factors in trying to understand adolescent health risk behaviors. Other factors are powerfully associated with exacerbating or minimizing risks to youth, and many are amenable to change. For example, being at academic risk was nearly universally associated with every health risk behavior studied. Friends and parents powerfully influenced teens' lives. When parents and families were involved, young people benefited. (SM)

ED 450 076 SP 039 746

Synovitz, Linda; Hebert, Eddie; Kelley, R. Mark; Carlson, Gerald
Sexual Knowledge of College Students in a Southern State: Related Factors and Impact of Previous Sex Education.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Elementary Secondary Education; Higher Education; *Knowledge Level; Racial Differences; Sex Differences; *Sex Education; *Sexuality; Student Attitudes; Student Behavior
IDENTIFIERS- *Sex Knowledge

This study surveyed college students in one southern state to determine their sexual knowledge, attitudes, and behaviors. A group of 915 students (602 female and 313 male) attending 4 state universities completed the Sexual Knowledge instrument during class. The instrument contained 27 sex knowledge items, 5 demographic questions, 3 items to ascertain where they received K-12 education, and 4 items to ascertain whether they had received sex education in school at any point. If they had received sex education in school, they rated the quality of their programs on 15 sexuality topics. Data analysis indicated that the students performed relatively poorly on the sexuality knowledge test, with a mean percentage score of only 55.39. Statistical differences on sexual knowledge were found on gender, race, age, year in college, and previous sex education. African-American students' scores were significantly lower than were White students' scores. Students rated the overall quality of their sex education as fair to good. The higher the students perceived their previous instruction in certain areas, the lower their knowledge scores. (Contains 27 references.) (SM)

ED 450 077 SP 039 751

LoVette, Otis; Watts, Susie; Hood, Joanne
An Investigation of Teachers' Perceptions of Their Principals' "Delegation" and "Relationships" Behavior.
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).

Plow" (the character of technology, what computers leave out, and what humans must bring); (3) "Don't Start the Evolution without Me" (descriptions of the projects); (4) "Utopian Visions, Dystopian Worries" (two early projects); (5) "Out of the Labyrinth, into the 'Net" (guiding adolescents in telecollaborative activities); (6) "The Global Suburb" (the assumption that projects enabling students to communicate with peers worldwide is beneficial); (7) "The Media Matter" (the genesis and evolution of one project); (8) "In Dreams Begin Responsibilities" (teacher responsibilities to students); and (9) "The Drama of Dialectics" (from which everything in the book springs). (Contains 135 bibliographic references.) (SM)

ED 450 096 SP 039 770

Marzano, Robert J.; Pickering, Debra J.; Pollock, Jane E.
Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement.
PUB DATE- 01
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Cooperative Learning; Cues; Differences; *Educational Research; Elementary Secondary Education; Feedback; Homework; Hypothesis Testing; Inquiry; Notetaking; Objectives; Questioning Techniques; Recognition (Achievement); Reinforcement; *Teaching Methods
IDENTIFIERS- Similarities; Summarization

This book provides information on what works in education, how teachers can find what works, how educational research can find its way into classrooms, and how teachers can apply it to help individual students. Data come from a meta-analysis of research studies on instructional strategies that could be used by K-12 teachers. Nine research-based teaching strategies that have a positive effect on student learning are examined: identifying similarities and differences; summarizing and note taking; reinforcing effort and providing recognition; homework and practice; nonlinguistic representations; cooperative learning; setting objectives and providing feedback; generating and testing hypotheses; and questions, cues, and advance organizers. For each strategy, the book provides statistical effect sizes and shows how they translate into percentile gains for students. Each chapter presents extended classroom examples of teachers and students in action; models of successful instruction; and a variety of frames, rubrics, organizers, and charts to help teachers plan and implement the strategies. After describing the strategies, the book examines specific applications (teaching specific types of knowledge and using the nine categories in instructional planning). An appendix presents a conversion table for effect size/percentile gain. (Contains approximately 290 references.) (SM)

ED 450 097 SP 039 771

Finding Teachers: How Hard Is It for Michigan Public School Districts. A 1999 Benchmark.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

certification/career choice; campus support systems; satisfaction in various problem areas; future plans for teaching; and suggestions. Overall, the teachers most at risk of leaving were male secondary teachers over age 35 years who made the decision to teach while employed in different careers. Teachers with emergency certification were more likely to leave than were fully certified teachers. Making the decision to teach in high school or sooner was a strong indicator of persistence through the early teaching years. Opportunities to observe model teachers and the use of effective mentors also increased the likelihood of retention, especially when programs were extended into the second and third teaching years. Factors receiving dissatisfied ratings and indications of leaving the profession included (in order of concern) student behavior, administrative recognition, duties other than teaching, salary, administrative support, teaching assignment, paperwork, special education requirements, and class size. (Contains 49 references.) (SM)

ED 450 117 SP 039 793

Kern, William S., Ed.
The Economics of Sports.
PUB DATE- 00
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Advertising; Athletes; *College Athletics; *Economic Factors; *Economic Impact; Equal Opportunities (Jobs); Higher Education; Income; Neighborhoods; *Racial Discrimination
IDENTIFIERS- National Basketball Association; *Professional Sports; Stadiums

This collection of papers presents a picture of economic principles at work in the dynamic world of big-time sports. Papers were given at the 35th Annual Lecture-Seminar Series presented by the Department of Economics at Western Michigan University during the 1998-99 school year. After an "Introduction" (William S. Kern), the six papers are: (1) "Market Power in Pro Sports" (Rodney Fort); (2) "The Impact of Sports Teams and Facilities on Neighborhood Economics: What is the Score?" (Robert A. Baade); (3) "Who is Sitting in the Stands? The Income Levels of Sports Fans" (John J. Siegfried and Timothy Peterson); (4) "Academics, Athletics, and Finances" (Richard G. Sheehan); (5) "Economic Issues in the 1998-1999 NBA Lockout and the Problem of Competitive Balance in Professional Sports" (Andrew Zimbalist); and (6) "A Level Playing Field? Sports and Discrimination" (Lawrence M. Kahn). (Papers contain references.) (SM)

ED 450 118 SP 039 794

Anderson, Julie Wofford
The Answers to Questions That Teachers Most Frequently Ask.
PUB DATE- 01
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Administrators; *Classroom Techniques; Discipline; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; Interpersonal Communication; Parent Conferences; Parent Teacher Cooperation;

Yoon, Bokhee; Young, Michael J.
Validating Standards-Referenced Science Assessments. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Construct Validity; *Reliability; *Science Tests; Secondary Education; *Secondary School Students; Test Construction; Test Results; Test Use
IDENTIFIERS- *New Standards Project (LRDC)

The construct validity of the New Standards middle school Science Reference Examination was studied focusing on evidence related to the internal and external structure of the assessment, the reliability of the assessment scores, and the generalizability of the assessment results. Data for 450 students were taken from the field test in spring 1998. Results related to the internal structure of the assessment suggest that although the assessment tasks measured a single common factor, this did not detract from the usefulness of scientific thinking or science concept subscores for instructional purposes. With respect to the external structure of the assessment, moderate correlations between the New Standards total scores, the Stanford Achievement Test (ninth edition), and the Otis-Lennon School Aptitude Test (seventh edition) scores provided evidence that the scores from these assessments rank student performance in similar ways. However, these correlations do not indicate that the assessments are measuring the same construct. For evidence for the reliability of the assessment scores and decisions based on them, the results of generalizability studies imply that reader variance could be made negligible by training readers with well-defined scoring rubrics. The high rates of decision consistency and accuracy at different total score cutpoints provide evidence that the New Standards Science Reference Examination could be used reliably to classify student performance on the basis of a total test score. For subscores, providing one cutpoint with a reference point to meet the standards would be instructionally informative. (Contains 12 tables and 23 references.) (Author/SLD)

ED 450 139 TM 032 329

Castaneda-English, Patricia; Saenz, Victor; Buttram, Joan L.
Report on the Early Implementation Survey Results for the Southwest Region.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *Educational Change; Elementary Secondary Education; *Instructional Leadership; Program Evaluation; *Program Implementation; *School Restructuring; Surveys
IDENTIFIERS- *Comprehensive School Reform Demonstration Program; *Reform Efforts; United States (Southwest)

The Comprehensive School Reform Demonstration (CSRD) program is a federal initiative to introduce and reinforce comprehensive appropriate. Regular second scoring of answers to every question ensures that consistency is maintained throughout the scoring process. A similar procedure is used for the NAEP long-term trend assessments, which are used to track student performance over time. (SLD)

ED 450 161 UD 033 690

Project Choice: Lessons Learned.
PUB DATE- 00
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Financial Support; *High School Students; High Schools; Higher Education; *Incentives; Inner City; *Program Effectiveness; Program Evaluation; *Scholarships; *Urban Youth
IDENTIFIERS- Kansas (Kansas City); Missouri (Kansas City); *Project CHOICE

Project Choice began with a simple goal: to increase the number of inner-city students who graduate from high school on time and become productive members of society. To that end, Ewing M. Kauffman, his Foundation, and associates designed and implemented a program that promised postsecondary education or training to some students in the Kansas City, Kansas, and Kansas City, Missouri area as an incentive to stay in school. This report details the evolution of Project Choice from its planning in 1987 through 1996, when members of the first class began graduating from 4-year institutions. The report provides a candid account of the successes and failures of Project Choice, and shows how the Project Choice experience led the Kauffman Foundation to change the way it contributes to programs for children and youth. Ten lessons from Project Choice are outlined: (1) inner city youth can succeed; (2) support services are crucial; (3) flexibility is key; (4) the attention of caring adults is more powerful than the incentive of postsecondary education; (5) kids need ongoing rewards and recognition; (6) parents count; (7) high school graduation is not an end; (8) incentive is expensive; (9) schools opt out of the game when they are not full members from the outset; and (10) permanence requires community partnership. The long-term self-sufficiency of Project Choice students is still untested, and their lives as productive workers are just beginning, but the program did meet its goal of increasing the number of students who stayed in school. Of the 1,394 students who signed Project Choice agreements, 628 went to college and 87 went to vocational, technical, or business schools. Information is also provided about program costs. (SLD)

ED 450 162 UD 033 726

Trutko, John; Nightingale, Deborah Smith; Barnow, Burt S.
Post-Employment Education and Training Models in the Welfare-to-Work Grant Program.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 99
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Education Work Relationship; Employment; *Grants; *Models; *On the Job Training; *Welfare Recipients; Welfare

The Diversity of Welfare Leavers. Welfare, Children & Families: A Three City Study. Policy Brief.

SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC.; Social Security Administration (DHHS), Washington, DC.; National Inst. of Mental Health (DHHS), Bethesda, MD.; Boston Foundation, MA.; Annie E. Casey Foundation, Baltimore, MD.; Edna McConnell Clark Foundation, New York, NY.; Lloyd A. Fry Foundation, Chicago, IL.; Texas Univ., Austin. Hogg Foundation for Mental Health.; Robert Wood Johnson Foundation, Princeton, NJ.; Joyce Foundation, Chicago, IL.;

PUB DATE- 00

NOTE- 10p.; For the background paper, see UD 034 002. Also sponsored by the Kronkosky Charitable Foundation, the Hogg Foundation for Mental Health, and the Woods Fund of Chicago.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Employment; Family Income; *Females; One Parent Family; *Poverty; Sanctions; Socioeconomic Status; *Welfare Recipients; *Welfare Services

IDENTIFIERS- Aid to Families with Dependent Children; *Temporary Assistance for Needy Families; Welfare Reform

This report charts the experiences of women who have done better or worse than average after leaving Temporary Assistance for Needy Families, highlighting differences in: education, health, and other characteristics; whether or not they were sanctioned before leaving; and welfare dependency (amount of time spent on welfare before leaving and off welfare after leaving). Findings are based on the experiences of leavers in Boston, Chicago, and San Antonio. The Three City Study followed approximately 2,500 low-income families with children living in low- and moderate-income neighborhoods. Surveys examined employment, income, family structure, and caregiver characteristics. Overall, there were large differences in employment, household incomes, and poverty rates for leavers with differing social and economic characteristics. Leaver earnings were only half of total household incomes on average. There was significant variation across households in the support received from sources other than leaver earnings, particularly other family members. Previously sanctioned women had worse employment and income experiences after leaving welfare then those not sanctioned. When restricting the analysis to women most heavily dependent on welfare before leaving who became relatively independent after leaving, their outcomes differed from those of conventional leavers (they earned less and depended more on government benefits). (SM)

ED 450 181 UD 034 002

Moffitt, Robert; Roff, Jennifer

Background Paper to Policy Brief 00-02, "The Diversity of Welfare Leavers." Welfare, Children, and Families: A Three-City Study. Working Paper.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.; Administration on Developmental Disabilities (DHHS), Washington, DC.; Administration for Children and Families (DHHS), Washington, DC.; Social Security Administration (DHHS), Washington, DC.; National Inst. of Mental Health (DHHS), Bethesda, MD.; Boston Foundation, MA.; Annie E. Casey

Teacher Salaries; Violence
IDENTIFIERS- *Pittsburgh School District PA

This is the second annual report on the Pittsburgh School District by the Pittsburgh Council on Public Education. The report presents data on the following issues: school environment (school and class size, student and teacher absences, suspensions and assaults, and school satisfaction survey highlights); student achievement (New Standards Exams, communications portfolios, higher level math, grade retention, and dropouts and graduates); budgets (district, Title I, school-based budgets, and annual teacher and principal salaries); student and staff demographics (enrollment by race, where students go to school, special education, and teachers' and principals' race and gender); and facts about the Pittsburgh Council on Public Education. (SM)

ED 450 201 UD 034 022

A Parent's Handbook: Our Children, K-5. Communications Standards in Pittsburgh's Public Schools.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Elementary Education; *Elementary School Students; Listening Skills; Parents; *Reading Skills; Scoring Rubrics; Speech Skills; *Writing Skills
IDENTIFIERS- *Pittsburgh School District PA

This handbook for parents begins with an overview of academic standards: how Pittsburgh, Pennsylvania's standards compare to standards set at the state, national, and international levels; how parents can use standards to help their children; and how parents will know if their children's work meets these standards. The handbook goes on to present a third grader's response-to-reading assignment, then offers a rubric that teachers could use to rate students' work. The handbook discusses reading and writing at all grades, offering a sidebar which examines guidelines for student writing (journal, personal story, fictional story, response-to-reading, informational, creative, report, and persuasive writing). The final section presents grade level academic expectations, focusing on what students should be learning in various areas of communication (reading, writing, speaking, and listening skills). (SM)

ED 450 202 UD 034 024

Baldwin, Joyce
Creating a New Vision of the Urban High School. Carnegie Challenge, 2001.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Improvement; Educational Quality; High Schools; Partnerships in Education; Public Education; School Community Relationship; School Restructuring; Small Schools; *Urban Schools

and Canada. By determining the nature and structure of the interview, it is hoped that candidates will have a guide from which to draw in their preparation for an interview. Libraries will benefit from better-prepared candidates and from exposure to procedures and practices of other institutions. A copy of the questionnaire with tabulated results is presented. The following representative documents from participating libraries are included: (1) interview schedules form the University of Alabama, Brown University (Rhode Island), Colorado State University; (2) interview policies and procedures from the University of Delaware, McMaster University (Canada), and the University of New Mexico; (3) interview questions from the University of Houston, Indiana University, and Massachusetts Institute of Technology; (4) collateral information supplied to candidates from the University of California-Irvine, North Carolina State University, and Rutgers University (New Jersey); (6) announcement of candidate presentations from the University of Colorado, University of North Carolina, and Pennsylvania State University; and (6) forms to evaluate or rank candidates from the University of Colorado, University of Iowa, University of Michigan, and Michigan State University. (Contains 15 references.) (MES)

ED 449 810   IR 057 980

Lankes, R. David, Ed.; Collins, John W., III, Ed.; Kasowitz, Abby S., Ed.
Digital Reference Service in the New Millennium: Planning, Management, and Evaluation. The New Library Series, Number 6.
PUB DATE- 00
NOTE- 253p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Electronic Libraries; Evaluation Criteria; Futures (of Society); Intellectual Property; *Internet; Library Personnel; Library Role; *Library Services; *Reference Services
IDENTIFIERS- *Electronic Resources

This book on digital reference services begins with an introduction entitled "The Foundations of Digital Reference" (R. David Lankes). Part 1, "The New Reference Culture: Traits and Trends," includes the following papers: "Why Reference Is about To Change Forever (but Not Completely)" (Joseph Janes); "Transforming Reference Staffing for the Digital Library" (Susan Lessick); "Definitions of Personal Assistance in the New Millennium: Philosophical Explorations of Virtual Reference Service" (Lorna Peterson); and "Evolution or Entropy? The Changing Reference Culture and the Future of Reference Librarians" (Myoung C. Wilson). Part 2, "Building Digital Reference Services and Networks," includes: "Collaborative Digital Reference Service: Update on LC Initiative" (Diane Kresh and Linda Arret); and "Digital Reference Quality Criteria" (Blythe Allison Bennett, Abby Kasowitz, and R. David Lankes). Part 3, "Managing Digital Reference Services," includes: "Managing Growth for AskA Services" (Pauline Lynch); "Designing a Virtual Reference Desk: Intellectual Property Considerations" (Brett Butler); "Simple and Sophisticated Methods for Processing Large Volumes of Question and Answer *Information through the World Wide Web" (Lynn Bry); and* "Digital Reference Service at the Georgia Institute of Technology" (Bruce Henson). Part 4, "Evaluating Digital Reference Services," includes: "Evaluating the 'Ask a Question' Service at the University of California, Irvine" (Judy Horn and Kathryn Kjaer); and "National Museum of American Art Reference in responding to the changing needs of businesses and students. This report also shows some indicators of program demand, efficiency, and outcomes, which have been used as the basis for our strategic decision-making. (JA)

ED 449 829 JC 010 140

Western Iowa Tech Community College Fact Book, 1999-2000.
PUB DATE- 00
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Community Colleges; *Educational Assessment; *Educational Finance; *Enrollment; *Institutional Characteristics; *Outcomes of Education; Two Year Colleges

This is Western Iowa Technical Community College's Fact Book for the academic year 1999-2000. It provides general information, enrollment trends, a student profile, financial information, and a section on student success. Data presented in this document are drawn from a variety of sources, including the 10-day enrollment reports, IPEDS, College Student Aid Commission, the Common Data Set, and the Iowa Department of Education. Highlights include: (1) Western Iowa Tech's mission is to provide quality education and to economically enhance the communities it serves; (2) the college was organized in 1966; (3) fall headcount for 1999 totaled 4,171 (1,763 full-time and 2,408 part-time students); (4) total minority enrollment was 351 (95 Asian, 70 black, 135 Hispanic, and 51 Native American); (5) females composed 54% of total headcount; (6) total revenue was $18,789,777, 41% of which came from state general aid and 37% of which was from tuition and fees; (7) total expenditures was $18,444,806, 38% of which was toward vocational education; and (8) the number of graduates from 1998-99 was 612, with a placement rate of 96%. (EMH)

ED 449 830 JC 010 141

Faris, Ron
From Elitism to Inclusive Education: Development of Outcomes-Based Learning and Post-Secondary Credit Accumulation and Transfer Systems in England and Wales.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Outcomes Assessment; Educational Improvement; *Educational Trends; Foreign Countries; *Higher Education; Transfer Programs; *Trend Analysis; Universities
IDENTIFIERS- *British Columbia

This report provides observations and lessons learned by a study-visit team from the Centre for Curriculum, Transfer and Technology (Canada) and the British Columbian Council on Admissions and Transfer. The study-visit was a reconnaissance of the reform of the post-school education and training system in the United Kingdom (UK), chiefly in England and Scotland. The team had two general study objectives: (1) determine the form and extent to which the learning outcomes approach is central to teaching and learning in the system of colleges and significantly more diverse than that of the state as a whole (the two-year colleges serve 27% people of color compared with 17% people of color in the state population); (4) system expenditures totaled more than $757 million; (5) 33,962 students enrolled in distance-learning classes (5,413 FTEs) including Internet courses (14,500 students); and (6) $1,584 tuition and fees were charged to a full-time student for classes over three quarters. Just under 10 percent of all high school juniors and seniors take one or more college courses under the Running Start Program. Appendices include full-time undergraduate student tuition and fees, additional historical enrollment information, a list of statistical publications, and definitions. (JA)

ED 449 850 JC 010 167

Four-Year Plan under the Carl D. Perkins Vocational and Technical Education Act of 1998, 2000-2004.
PUB DATE- 00
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; *Educational Legislation; *Federal Legislation; Financial Support; Government School Relationship; Higher Education; *Technical Education; *Technical Institutes; Two Year Colleges; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Technical Educ Act 1998; *Wisconsin Technical College System

This is a plan for the last four years of the Wisconsin Technical College System Board's five-year plan period covered by the latest amendments to the Carl D. Perkins Vocational and Technical Education Act. The Carl D. Perkins Act of 1998 is a federally funded program designed to assist states in developing their academic, vocational, and technical education programs. Wisconsin has been allocated $22,997,200 for program year 2000-01 and for planning purposes it is assumed that the State will be eligible for at least this amount for the subsequent three years of the plan period. The transition plan served as a bridge between the provisions of the previous amendments (Perkins II) and the latest amendments (Perkins III). Of the $22,997,200 expected to be available to the State each year, $11,463,700 will be directly administered by the State Board to support postsecondary programs, services and activities. The Department of Public Instruction (DPI) will administer $9,235,900 to support secondary level programs, services and activities. The Governor's Work-Based Learning Board (GWLB) will administer $2,154100 available under Title II, Tech Prep, along with $143,500 of Title I State Leadership funds. The State's latest biennial budget bill created Governor's Work Based Learning Board. (JA)

ED 449 851 JC 010 168

Framework To Develop a Master Plan for Education.
PUB DATE- 00
NOTE- 32p.; The Joint Committee to Develop a Master Plan for Education--Kindergarten through University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; *Educational Objectives;

Another report, the MHEC's Enrollment by Residency Report, was developed from the annual Fall Enrollment reporting systems and include all Howard County residents attending public and private campuses in Maryland. Highlights from these 5-year trend tables are included and provide useful information regarding HCC's share of enrollment categories. (JJL)

ED 449 871 JC 990 527

Howard Community College's 1992-1996 Graduates: A Trend Analysis.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Outcomes Assessment; College Transfer Students; Community Colleges; Comparative Analysis; *Educational Assessment; Graduate Surveys; Higher Education; *Outcomes of Education; Questionnaires; *Student Characteristics; Student Mobility; Tables (Data); Two Year College Students; Two Year Colleges
IDENTIFIERS- *Howard Community College MD

This report describes and compares the demographic and academic characteristics of Fiscal Year (FY)92, FY93, FY94, FY95, and FY96 graduates of Howard Community College (HCC) in Maryland, and the respondents to graduate surveys. The purposes of these surveys were to collect data about the employment and educational experiences of alumni one year after graduating and to use this information to evaluate the effectiveness of college programs in preparing students for employment and transfer. This report describes the methodology used in the five surveys and describes characteristics of all graduates and the respondents who completed the follow-up survey. Two types of data are available to describe HCC graduates: (1) demographic characteristics and data such as grade point average (GPA), program, and years from entry to graduation; and (2) data from surveys that are available only for those graduates who respond to the annual surveys. Information concerning where these graduates transfer, where they find employment, and how they evaluate their HCC experience is available only from the graduates who responded to the five surveys. The tables in this report describe the HCC graduates of the past five years and compare the characteristics of respondents to the characteristics of all graduates. In general, the demographic, academic, and occupational characteristics of HCC graduates and survey respondents have remained relatively stable over the five-year period. A copy of the questionnaire is included. (JJL)

ED 449 872 JC 990 528

Preparing Students as Global Citizens.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; *College Role; Community Colleges; Cultural Awareness; Global Approach; *Global Education; Institutional Mission; Intercultural Programs; Multicultural Education; Two Year Colleges
IDENTIFIERS- *Howard Community College MD

Health and Attainment: A Brief Review of Recent Literature. SCRE Research Report Series.
PUB DATE- 00
NOTE- 47p.; Report from review of literature on health and attainment commissioned by the Scottish Executive Education Department and carried out between January and March 2000.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Attendance; *Child Health; Elementary Secondary Education; Higher Education; *Literature Reviews; Mental Health; Nutrition; Physical Fitness; Physical Health; Special Health Problems
IDENTIFIERS- Risk Taking; Risk Taking Behavior

Commissioned by the Scottish Executive Education Department, this review focuses on research into the possible associations between health and pupils' school attainment. Looking particularly at recent research from the United Kingdom, Europe, Australia, New Zealand, and North America, the review covers research into the effects on attainment of physical health (including illnesses and physical exercise), nutrition, risk behaviors (such as substance misuse), and mental health (including behavioral problems). The review highlights the following conclusions: (1) the various findings about the relationship between educational attainment and health are confounded by other influential factors, such as school and community characteristics; (2) while schools cannot address all social problems, research suggests that there are areas in which school interventions may make a difference, especially those that increase probability of school attendance; and (3) there are no longitudinal studies of the nature required to clarify firm associations between health and school attainment in Scotland. Contains 160 references. (EV)

ED 449 892 PS 029 180

Watson, Sara
Using Results To Improve the Lives of Children and Families: A Guide for Public-Private Child Care Partnerships.
SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.
PUB DATE- 00
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperation; *Day Care; *Decision Making; Early Childhood Education; *Evaluation Utilization; Partnerships in Education; *Program Effectiveness; Program Evaluation
IDENTIFIERS- Outcome Based Performance Measures; Outcome Oriented Evaluation; Public Private Relationship

This guide is designed to help child care partnerships understand three different ways of using results-based decision making (to manage their own work, to manage the work of others, and to contribute to the work of others), and how they can use this process most effectively to improve the lives of children and families. The guide is intended to help partnerships recognize and manage the political issues around results-based decision making, and understand enough about the technical considerations to be able to ask good questions and seek more information. The guide is organized into the following the parent-child relationship; (4) culturally responsive and respectful; and (5) tailored to fit each family's situation and strengths. Myths about home visiting related to parents' rights, privacy, the nature of parenting, and dependency on government programs are also addressed. The report concludes by asserting that creating networks of home visiting programs nationwide can ensure that families with young children have the support and tools they need to be the best parents they can be. (KB)

ED 449 910 PS 029 207

Hawley, Theresa
Ready To Succeed: The Lasting Effects of Early Relationships. An Ounce of Prevention Fund and ZERO TO THREE Paper.
PUB DATE- 98
NOTE- 7p.; "Provided through an educational grant from Johnson & Johnson Consumer Companies, Inc."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Attachment Behavior; Brain; *Caregiver Child Relationship; *Early Experience; Early Intervention; *Emotional Development; *Infants; *Parent Child Relationship; Young Children
IDENTIFIERS- *Adult Child Relationship; Brain Development; Security of Attachment

Based on the view that emotional competence is an important contributor to an individual's success, this report focuses on the critical importance of early relationships with important adults, especially parents, on an individual's level of emotional competence. The report maintains that early interactions between parent and infant affect the child's psychological and neurological development, influencing the young child's learning readiness and also the adolescent's ability to succeed in other areas of life. The origins of trust are illustrated in descriptions of two infants and the different caregiving style of their parents. Evidence is presented from the Mother-Child Study that children not receiving sensitive, responsive care in the first few years of life were at significantly higher risk for a variety of poor developmental outcomes. Other topics discussed in the report are the impact of early relationships on brain development, factors placing parents at risk for providing care that does not facilitate their child's healthy emotional development, other influences on children's emotional development, characteristics of child care necessary for promoting healthy emotional development, and the relation between emotion and learning readiness. The report concludes with a description of promising approaches to meeting the emotional needs of young children, including pediatric health care providers sharing with parents information about children's emotional needs, community-based parent support programs, ensuring that child care is of high quality, counseling and infant mental health services, and educating child welfare workers and others who make child custody decisions about the importance of long-lasting, warm relationships. (Contains 17 reference notes.) (KB)

ED 449 911 PS 029 208

Child Care Center Licensing Study, 2001.
PUB DATE- 01
NOTE- 280p.; For 2000 study, see ED 438 091.

Edinburgh's Award (South Australia Division).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Citizenship Education; Daily Living Skills; Education Work Relationship; Foreign Countries; Individual Development; Interpersonal Competence; Leadership Training; Outdoor Education; *Public Policy; *Service Learning; Vocational Education; *Youth Programs
IDENTIFIERS- *Australia

In April 1999, the Australian Ministerial Council on Education, Employment, Training, and Youth Affairs established a subgroup to develop a national youth development strategy. Youth development is about helping young people make the transition to happy, productive, and successful adulthood through the guided provision of opportunities to try new things, to learn skills, to ease the school-to-work transition, and to grow as individuals and as members of the community. Interest in a national youth development strategy arose from several successful community-based cadet-style programs in some Australian states and territories. Youth development encompasses a broad range of activities, but the focus of the subgroup is on traditional military-style cadet programs, which provide training in specific skills, opportunities to develop personal characteristics and talents, and opportunities to provide community service in a structured environment. The Australian Commonwealth will provide leadership in the development of community-based youth development programs that will build on existing successful initiatives; share information on best practice through newsletters and conferences; promote a sense of national cohesion for youth development while acknowledging local variations; develop core training units for which participants will receive accreditation upon completion; seek corporate sponsorship; and organize national and state forums. From these cadet-style programs, a broader range of youth development activities could grow. (TD)

ED 449 929 RC 022 745

A National Strategy for the Education of Aboriginal and Torres Strait Islander Peoples, 1996-2002.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 95
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Adult Basic Education; Agency Cooperation; *Change Strategies; Cultural Education; *Culturally Relevant Education; Early Childhood Education; *Educational Policy; Educational Strategies; Elementary Secondary Education; *Equal Education; Foreign Countries; Higher Education; *Indigenous Populations; Native Language Instruction; *Self Determination; Vocational Education
IDENTIFIERS- *Aboriginal Australians; Australia

In preparing this report, the recommendations of the (Australian) National Review of Education for Aboriginal and Torres Strait Islander Peoples were cross-referenced to the 21 goals of the National Aboriginal and Torres Strait Islander Education Policy (NATSIEP) and aggregated into 8 priorities. These are: 1) to

When Discourses Collide: An Ethnography of Migrant Children at Home and in School. Rethinking Childhood, Volume 11.
PUB DATE- 99
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; Criticism; Culture Conflict; Discourse Analysis; *Discourse Communities; Equal Education; Ethnography; Family Life; Grade 5; Hispanic Americans; Intermediate Grades; Limited English Speaking; *Migrant Children; *Migrant Education; Peer Relationship; *Power Structure; Qualitative Research; *School Culture; Self Concept; *Social Bias; Teacher Student Relationship
IDENTIFIERS- *Institutional Discrimination

This critical ethnographic study examines the discourse systems experienced by three migrant fifth-grade boys during an apple harvest season in south-central Pennsylvania. Numerous examples reveal the discourse collisions facing these boys, whose home language and culture did not reflect the mainstream, and how dominant mainstream discourses overpowered the discourses of marginalized children. Following an introductory chapter, chapter 2 describes the area and the relationships between local and migrant families. Chapter 3 looks at how the boys identified themselves as members of their families, and includes relevant family stories and events. The fourth chapter describes the dominant discourse of the school and the boys' interactions as students. Vignettes examine each boy's individual circumstances in school. Chapter 5 looks at the boys' social relationships with their peers, distinguishing between how they perceived their friends and how they perceived their classmates. The sixth chapter identifies six specific areas of discord between interactive discourses, as identified by frustrations experienced by the boys and their parents related to school culture and practices. The seventh chapter reviews features of the four interactive discourses (the migrant child as student, as classmate, as family member, and as friend) and discusses ramifications of discourse intersection for educational settings. The appendix presents information on methodology--research questions, access to the site, data analysis, and interpretation. (Contains an index and 87 references.) (TD)

ED 449 947 RC 022 810

LLamas, Vicente J.
UCAN: A Four-State Rural Systemic Initiative. First Year Report (August 31, 1996); First Year Analysis (August 31, 1996); Year Two Annual Report (September 1, 1997); Third Year Report (September 1, 1998); Year Three Annual Report Executive Summary (September 1, 1998).
SPONS. AGENCY- National Science Foundation, Arlington, VA. Division of Educational System Reform.
PUB DATE- 98
NOTE- 66p.; For the Year 4 Annual Report and Year 5 Strategic Plan, see RC 022 811.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Standards; *American Indian Education; Annual Reports; Culturally Relevant Education; Curriculum Development; *Educational Change; Elementary Secondary Education; *Mathematics Education;

The intent of this article is to discuss problems, benefits and other questions that the adoption of Tele-learning poses to Brazilian reality. The article analyses current research in Technology Based Distance Education and compares it to the results of a research conducted with 87 students and 6 teachers of two Engineering Masters' Degrees offered by the PPGEP (The Graduate Program in Production Engineering of The Federal University of Santa Catarina, UFSC) for private organizations. In these Masters Programs, PPGEP has been using state-of-the-art Video Conferencing (two-way video) equipment for lectures and a selection of Internet based tools to provide students and teachers with an interactive environment outside classroom activities. The first results indicate that Tele-learning allows not only an improvement of the teaching-learning process but also a pedagogical re-engineering, through the combination of different pedagogical techniques with the available technological resources, as never seen before. (Contains 11 references.) (Author/YDS)

ED 449 965 SE 064 171

Slavik, Jaromir; Dub, Petr
One Possibility of Increasing the Interest in Engineering Study.
PUB DATE- 98
NOTE- 6p.; Paper presented at the Annual Meeting of the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; *Engineering Education; Foreign Countries; Graduate Study; Higher Education; Interdisciplinary Approach; Mathematics Education; Preservice Teacher Education; Secondary School Teachers; *Student Attitudes
IDENTIFIERS- Czech Republic

The paper describes the changes in the higher education system in the Czech Republic after 1989. The reasons for the decrease in the interest in studying engineering fields are analyzed. The ways of improving this situation, used at the Technical University of Brno, are mentioned. In particular, the new interdisciplinary study program in mathematics and engineering is described. The graduates of this program, who are supposed to become secondary school teachers, may improve the pupils' attitude to engineering science. (Author/YDS)

ED 449 966 SE 064 178

Bandeira de Melo, Gilberto C.; Pinto, Joana Darc da Silva
The Insertion of Environmental Contents in the Engineering Teaching: A Tentative Approach at the UFMG, Belo Horizonte, Brazil.
PUB DATE- 98
NOTE- 8p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Ecology; *Engineering Education; *Environmental Education; Foreign Countries; Higher Education; Interdisciplinary Approach

lava tubes; spinning the globe and meeting extraordinary forest plants and animals; and creating unique multimedia forest stories by searching for images and arranging them in a sequence that best fits the story. A list of resource agencies for conservation projects is provided. (SAH)

ED 449 987 SE 064 552

Mathematics Preparation 10: Teacher Resource Manual.
PUB DATE- 00
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; Geometry; Grade 10; High Schools; *Instructional Materials; *Mathematics Curriculum; *Mathematics Instruction; Number Concepts; Probability; Secondary Education; Statistics
IDENTIFIERS- Canada

This teacher resource manual is designed to help teachers implement the Mathematics Preparation 10 course. This manual is a support document that provides helpful information to classroom teachers. The general and specific outcomes of the program of studies for Mathematics Preparation 10 are discussed. These outcomes have been shared to show that they are prescriptive in nature. The rationale, philosophy, student expectations, instructional focus, horizontal correlation, and high school course structure from the program of studies for Mathematics Preparation 10 are also included. The main subjects include number concepts and operations, patterns and relations, shape and space, and statistics and probability. (Contains 33 references.) (ASK)

ED 449 988 SE 064 556

Billings, Esther; Shroyer, Janet; Wells, Pamela
A Tutoring Field Experience as a Vehicle for Applying Authentic Knowledge and Pedagogy: Dilemmas and Successes.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Mathematics Teacher Education (Charlotte, NC, February 10-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Higher Education; Knowledge Base for Teaching; *Mathematics Education; *Preservice Teacher Education; *Tutoring

Tutoring is not a new idea nor a new practice in the world of teacher education. However, our understanding of how to better use tutoring as a vehicle for applying authentic knowledge and pedagogy is expanding rapidly. The purpose of this article is twofold. First, it provides an overview and rationale of a tutoring-field experience in which we engage our students. Second, it shares the various dilemmas and successes that our college students experience as they engage in this tutoring experience. (Contains 16 references.) (Author/SAH)

ED 449 989 SE 064 557

Carbone, R. Elaine

activities. And there are different types of attitudes toward involvement in school education among parents of different social classes. It is hoped that school personnel and the Education Department of Hong Kong can develop appropriate strategies to promote home-school cooperation so that parents of different social classes can have equal chances to participate in the schooling process of their children. (Contains 38 references.) (Author/BT)

ED 450 011 SO 031 985

Stambach, Amy
Lessons from Mount Kilimanjaro: Schooling, Community, and Gender in East Africa.
PUB DATE- 00
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Education; *Cultural Context; Developing Nations; *Educational Anthropology; *Educational Discrimination; *Educational Environment; Educational Research; Elementary Secondary Education; Ethnography; Foreign Countries; *Gender Issues; Sociocultural Patterns
IDENTIFIERS- *Tanzania (Kilimanjaro)

This book presents an ethnographic study of a school and community in East Africa. It focuses on the role school plays in the development of the children's identity and relationships to their parents and community, and in the development of the region. At issue here are the competing influences of Western modernity and the cultural traditions of East Africa, including ideas about gender roles, sexuality, identity, and family and communal obligations. The study looks at the practice of female circumcision in the context of school and community teachings about girl's bodies and examines cultural signifiers like music, clothing, and food to discuss tensions in the region. Includes the following chapters: (1) "'What Educated Youth Do These Days': Divergent Views of Secondary Schooling"; (2) "Schooling, Inheritance, and Banana Groves: Signs and Symbols of Local Life"; (3) "'Should We Drink Banana Beer or Coca-Cola?': Redefining the Signs of Traditionalism"; (4) "'Education Is My Husband': Generational Transformations"; (5) "'Boys, Preserve Your Bullets; Girls, Lock Your Boxes': Gendered Messages in Classes and the Curriculum"; (6) "'Things with Socks': Student Life and Popular Culture"; and (7) "'Mountains Never Meet but People Do': Relationships Built through Schooling." Contains chapter notes and an extensive list of references. (BT)

ED 450 012 SO 032 088

Adeyemi, Michael B., Ed.
Social Studies in African Education.
PUB DATE- 00
NOTE- 313p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cultural Context; Developing Nations; Educational Research; Elementary Secondary Education; Foreign Countries; *Social Studies; Teacher Education
IDENTIFIERS- *Africa; Botswana; Educational Issues; Ethiopia; Ghana; Kenya; Malawi; Namibia; Nigeria; Tanzania; Zambia

This collection of essays is organized into two sections: Section entire public school district or in a significant cluster of schools in the district. The guide has three sections: (1) the "impact" arts education partnerships have on improving the quality of education for students and the related benefits they bring to the participating schools and organizations; (2) the "factors" that make such partnerships successful over time; and (3) the "key questions" partners should ask themselves and one another at crucial stages in the life of their partnership. It is intended that the guide become an increasingly helpful tool to create and enhance arts education partnerships in every community. A resource list includes 18 publications and 4 web sites. (BT)

ED 450 034 SO 032 525

Soule, Suzanne
We the People...The Citizen and the Constitution: Knowledge of and Support for Democratic Institutions and Processes by Participating Students. National Finals, 2000.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Comparative Analysis; Competition; *Democracy; Elementary Secondary Education; Higher Education; Program Evaluation; *Student Reaction; Student Surveys
IDENTIFIERS- *Political Awareness; United States Constitution

The "We the People...The Citizen and the Constitution" program is an instructional program on the history and principles of U.S. constitutional democracy for elementary, middle school, and high school students. At the high school level, classes may choose to enter a formal competition, advancing from congressional district and state competitions to national finals. The competition is structured as a simulated congressional hearing which tests students' knowledge of the United States Constitution. In spring 2000, to assess the impact of the program on student knowledge of and support for democratic institutions and processes, a survey was given to students (n=345) participating in the national finals competition. The survey instrument, consisting of 43 open- and close-ended questions, incorporated questions previously administered to high school seniors, college freshmen, and/or adults in various national surveys. The responses of the competition's students were compared to respondents' answers on the national surveys. Findings revealed that, as compared with various representative national samples, students participating in the national finals competition of the "We the People..." program possess more knowledge of U.S. democratic institutions and processes. Compared to a representative national sample of high school students surveyed by the 1998 National Assessment of Educational Progress civics assessment, "We the People..." students as a group are more knowledgeable about every category of civic education delineated in the survey. (BT)

ED 450 035 SO 032 526

Woolman, David C.
Resources for Social Studies: A Guide for Teachers in Rhode Island and Southeastern New England. CRC Resource Guide.
PUB DATE- 01
NOTE- 207p.
LANGUAGE- English

Accountability proponents have been so preoccupied with "how" to secure compliance that they have scarcely paused to consider the educational worth of the full range of academic subjects for all students. The framers of national standards in U.S. history, for example, fail to raise as even a possibility that multiple years of required history courses in both elementary and secondary education may not be ideal for each and every student. But even in an era of accountability, educating the gatekeepers is properly the cornerstone of teacher education. This paper advances a view of teacher education rooted in the pedagogical demands of subject matter. It argues that accountability measures such as learning standards and teacher testing are indirect and feeble means of enhancing teacher competence in subject matter and method. Contains 14 references. (BT)

ED 450 056 SO 032 573

Thornton, Stephen J.
Method in an Age of National Standards.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual meeting of the National Council for the Social Studies (79th, Orlando, FL, November 19-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Educational Change; *Educational Policy; Elementary Secondary Education; Evaluation; *National Standards; *Social Studies

In the last decade there has been a whirlwind of change in policies affecting social studies education. Among the most noteworthy changes have been a national commission on social studies, subject-centered national standards, statewide high-stakes testing, school restructuring, and performance assessment. All of these changes have ramifications for method, the effective direction of subject matter to desired results. This paper suggests four ways in which social studies researchers could inform and challenge policymaking. The paper focuses on the growing centralization of curriculum decision making and associated high-stakes tests that has come to the forefront since the advent of national standards. Contains 15 references. (BT)

ED 450 057 SO 032 575

Peca, Kathy
Critical Theory in Education: Philosophical, Research, Sociobehavioral, and Organizational Assumptions.
PUB DATE- 00
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alienation; *Critical Theory; Criticism; Higher Education; Language Role; Literature Reviews; Organizations (Groups); *Research Methodology; *Social Theories
IDENTIFIERS- Frankfurt School; Historical Background; *Oppression; *Philosophical Influences; Self Reflection; Theory Development

Critical theory focuses on the oppression of the individual, the group, and society by self-imposed or externally imposed

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Characteristics; *Administrator Effectiveness; *Age Differences; Elementary Secondary Education; *Interpersonal Relationship; *Principals; *Teacher Administrator Relationship; Teacher Attitudes
IDENTIFIERS- *Delegation of Authority; Delegation of Tasks

This study assessed teachers' perceptions of school principals, examining how teachers perceived their principals in demonstrating delegation and relationships skills. Principals were categorized according to various demographic variables, and data were examined to identify principals perceived as exhibiting stronger delegation and relationships skills. Participants were teachers enrolled in evening courses to become certified as school administrators or who were completing requirements for a master's degree in administration and supervision. Participants completed the Principal Profile survey. Data analysis indicated that principals who differed in age also differed in how well they delegated responsibilities. Younger principals were perceived to be more willing to delegate authority and responsibilities among faculty, and they were seen as demonstrating characteristics leading to better relationships with faculty. Female principals were perceived as having stronger delegation skills than males, though their relationships skills were not significantly stronger. School principals did not differ in their demonstration of relationships and delegation skills according to the school level in which they worked. School enrollment did not affect relationships and delegation skills. Overall, age was the most significant variable in determining whether principals were perceived to engage in relationships and delegation activities. The survey is appended. (Contains 18 references.) (SM)

ED 450 078 SP 039 752

Sahl, Kurt; Windschitl, Mark
Teachers Learning To Use Technology within the Context of a Laptop Learning Initiative: The Interplay of Personal Histories, Social Dynamics and Institutional Culture.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Faculty Development; Inservice Teacher Education; Middle School Teachers; Middle Schools; Teaching Methods
IDENTIFIERS- *Laptop Computers

This study examined how middle school teachers co-constructed norms and practices related to classroom use of laptop computers, focusing on a school that gave laptop computers to teachers, provided appropriate professional development, and offered students access to laptops. Eleven teachers were eligible to be study cases. During the first year, they were interviewed and observed. Researchers also interviewed administrators, conducted student focus groups, and observed faculty and board meetings. Teacher interviews examined beliefs about teaching and learning and teachers' instructional

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; *Public Schools; Teacher Qualifications; *Teacher Recruitment; Teacher Retirement; Teacher Salaries; *Teacher Supply and Demand; Teaching Experience
IDENTIFIERS- *Michigan

This report reviews the situation public school districts encountered in recruiting teachers for the 1999-2000 school year. Data come from staffing surveys completed by administrators within 216 public school districts. Level of difficulty in finding teachers depended on type of teacher being sought. Elementary, social sciences, and language arts teachers were the easiest to find, and high school science and technology related positions were the most difficult. The high school labor market was tighter than the middle and elementary school markets. Average starting salaries for new teachers were approximately $29,000. Retirement was expected to make a significant impact on 63 percent of districts, with 25 percent of teachers poised to retire in the next 5 years. Districts tended to look for teachers with 2-5 years of experience before new teachers. Districts preferred a mix of about 50 percent new and 50 percent experienced teachers when filling yearly vacancies. New teachers were perceived to be well prepared in pedagogy and curriculum, comfortable using computers, and able to recognize differences in student learning styles. However, there was concern about their understanding of state standards and assessment, integrating computer resources into teaching strategies, and awareness of connections between education and careers. (SM)

ED 450 098 SP 039 772

Morgan, Jill; Ashbaker, Betty Y.
A Teacher's Guide to Working with Paraeducators and Other Classroom Aides.
PUB DATE- 01
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Collegiality; Communication Skills; Elementary Secondary Education; *Feedback; *Interpersonal Communication; On the Job Training; *Paraprofessional School Personnel; *Supervision; *Teacher Responsibility; *Teacher Role; Teaching Guides

This book provides advice and activities to help forge productive working relationships between teachers and paraeducators. Chapter 1, "Leading the Classroom Instructional Team," examines teacher responsibilities as leaders of classroom instructional teams, discussing how their new roles as paraeducator supervisors can mesh with more traditional roles. Chapter 2, "Assigning Roles and Responsibilities," examines the process of identifying roles and responsibilities for paraeducators. Chapter 3, "Improving Communications," considers different approaches and experiences adults bring to classrooms and how they influence effective communication. Chapter 4, "Monitoring the Quality of Your Paraeducator's Work"; chapter 5, "Providing On-the-Job Training"; and chapter 6, "Creating a Feedback Loop," describe the process of assessing paraeducator skills and abilities, providing training, and establishing procedures

Planning; Student Behavior; Student Evaluation; Teacher Administrator Relationship; Teacher Attitudes; Teachers; Teaching Methods; Time Management

This book presents a teacher's responses to various real questions asked by student teachers and beginning teachers. The nine chapters are: (1) "It Don't Mean a Thing if It Ain't Got That Swing: Teacher Attitude"; (2) "Who, What, When, Where, and Why, Oh Why, Me?: Organization"; (3) "A Little Song, A Little Dance, A Little Quiz Tomorrow: Delivery of Lessons and Student Assessments"; (4) "Take a Deep Breath and Count to 10 Before Yelling: Discipline and Classroom Management"; (5) "What Do you Mean, 'How Will You Use This in the Real World? This Is the Real World': Helping Students Succeed"; (6) "Parents Are Our Friends...Well, Mostly: Dealing With Parents"; (7) "Tell Me Again, How Long Has It Been Since You Taught?: Dealing with Administrators"; (8) "I Hope I Die During an Inservice So That the Transition Will Be Easy: Professional Development"; and (9) "Question 100: Why Am I Doing This to Myself?" (SM)

ED 450 119 SP 039 796

Kariuki, Patrick; Davis, Ruth
The Effects of Positive Discipline Techniques as They Relate to Transition Times in the Middle School Classroom.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discipline; Middle School Students; Middle Schools; *Positive Reinforcement; *Rewards; *Student Behavior; Student Participation
IDENTIFIERS- *Positive Discipline; Tennessee; *Transition Time

This study examined the relationship between positive discipline techniques and classroom transition times in middle-school classrooms. The study sample consisted of four language arts classes with a total of 113 predominantly white eighth-grade students from a northeast Tennessee school system. Data were collected by establishing transition times before and after positive discipline was introduced into the classes. The teacher timed the students as they transitioned from one activity to another before and after positive discipline techniques were practiced. Each of the transition times before and after the treatment was charted in the number of seconds it took for students to begin an activity. The positive discipline included class meetings to allow students to discuss their behavior, set improvement goals, choose positive reinforcement rewards, and make suggestions for improvement. Data were analyzed using a Paired Sample T-Test and Pearson's Product Moment Correlation. Results indicated a significant difference in transition times before and after positive discipline. Positive discipline lowered transition times. Results suggest that students in middle school classrooms might benefit from positive discipline techniques. (Contains 20 references.) (SM)

ED 450 120 SP 039 797

Brouwers, Andre; Tomic, Welko
Disruptive Student Behavior, Perceived Self-Efficacy, and Teacher Burnout.
PUB DATE- 00

reform programs in schools. The Southwest Educational Development Laboratory developed a survey to gather information from CSRD-awarded schools in the southwestern United States on their initial progress in implementing the CSRD program. This report examined the results of the implementation status at two different times for all CSRD schools in the region. Surveys were collected from 244 schools at the first administration and 237 schools at the second administration, with respondents ranging from 310 to 2,282 in the 5 states (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas). In general, the perceptions of respondents toward the implementation of the CSRD program were positive, although findings suggest some areas that may benefit from further attention. Teachers and principals were seen as the stakeholders who were involved both in planning for implementation and implementation. Finding also indicated that school-level, but not district-level, policies and communication were facilitating the program's implementation. Findings in the area of leadership suggest that school leaders are doing a skillful job in setting a positive tone for change, promoting vision for the program, facilitating structural changes, providing resources and training, and promoting student learning and achievement. Findings also suggest that professional development issues require further study and an increased focus. Nine appendixes contain the survey and survey results for the five states. (Contains 18 figures and 54 tables.) (SLD)

ED 450 140 TM 032 330

Curry, Janice; Zyskowski, Gloria
Prekindergarten Evaluation, 1999-2000.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Language Tests; Preschool Children; *Preschool Education; *Program Effectiveness; Program Evaluation; *Receptive Language; Spanish; Spanish Speaking
IDENTIFIERS- *Austin Independent School District TX; *Peabody Picture Vocabulary Test; Test de Vocabulario en Imagenes Peabody (Dunn)

The Austin Independent School District (AISD) prekindergarten program is an important component of the state and district goal of having every student reading on grade level by the end of third grade. In 1999-2000, 57 of the 71 AISD elementary schools provided prekindergarten education. The AISD prekindergarten program served 3,571 4-year-olds. Program effectiveness for the program was determined by gains from pretest to posttest on the English language Peabody Picture Vocabulary Test-III and the Spanish language Test de Vocabulario en Imagenes Peabody, both of which measure knowledge of receptive (hearing) vocabulary. Traditionally, half-day programs have shown greater gains from pretest to posttest, but in 1999-2001 full-day programs showed greater gains in every comparison, and the gains for full-day students were significantly higher when they were tested in their native language, whether Spanish or English. This is important information for Title I schools in the AISD because 33 of the Title I schools offered full-day prekindergarten programs. Bilingual students appeared to receive some of the greatest benefits from prekindergarten, with 77% of bilingual classrooms having gains in both Spanish and English. Some recommendations are made for enhancing the prekindergarten program. (Contains

Services
IDENTIFIERS- Welfare Reform; *Welfare to Work Programs; Working Poor

This paper synthesizes what is currently known about providing education and training after an individual is employed and provides suggestions on models and strategies that can be effective in promoting occupational mobility and career advancement for welfare recipients. Among the rationales for considering education and training after an individual has begun work is the fact that the Temporary Assistance for Needy Families (TANF) program provides strong incentives for local programs to implement postemployment services. Characteristics of the welfare population, labor market trends, and the limited effect of past programs also contribute to the importance of postemployment programs. Postemployment education and training is characterized by the following five dimensions: (1) source of funding; (2) site/location; (3) relationship to current job; (4) employment objective; and (5) occupational focus. State and local agencies must develop new models that creatively combine work with the development of basic and job-related skills. Postemployment education and training are also more likely to be effective if developed in conjunction with employers in ways that are sensitive to the realities of the workplace. Work and education/training can be combined in on-the-job training, formal apprenticeship programs, and flexible scheduling of work hours. Because of the short-term nature of welfare-to-work funding, the Work First policies of TANF, and restrictions on the use of welfare-to-work funds, programs should move thoughtfully and expeditiously in implementing post-employment education and training. (Contains 33 references.) (SLD)

ED 450 163 UD 033 754

Multiple Families: Multiplying Problems. A First Look at the Fathers of Homeless Children.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Family Structure; *Fathers; *Financial Support; *Homeless People; Parent Child Relationship; *Urban Youth
IDENTIFIERS- *New York (New York)

To study the role of fathers in the lives of homeless children, a survey was conducted of homeless families in shelters in New York City, capturing profiles of nearly 300 men. The typical father was aged 35, a high school graduate, and not married. The majority spent no time with their homeless children and provided little or no support. In all, two of three fathers provided no financial support, and half of all employed fathers provided no financial support. Over one-third had been violent toward their children or partners, nearly half had spent time in jail, and one of three had a history of substance abuse. Roughly half of these fathers had children with multiple women. Younger men were more likely to be in contact with the mother of their children and were more likely to provide financial support to the family. Forcing fathers back into families may not be the answer to the problems of homeless children. Instead, policymakers must look for nontraditional ways to strengthen nontraditional families. Findings also suggest that intervention may be most successful with younger men. (SLD)

ED 450 164 UD 033 980

Foundation, Baltimore, MD.;
PUB DATE- 00
NOTE- 73p.; For the Policy Brief, see UD 034 001. Also sponsored by the Kronkosky Charitable Foundation, the Hogg Foundation for Mental Health, and the Woods Fund of Chicago.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Employment; Family Income; *Females; One Parent Family; *Poverty; Sanctions; Socioeconomic Status; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; *Temporary Assistance for Needy Families; Welfare Reform

This report charts the experiences of women who have done better or worse than average after leaving Temporary Assistance for Needy Families, highlighting: differences in education, health, and other characteristics; differences in whether or not they were sanctioned before leaving; and differences in welfare dependency (amount of time spent on welfare before leaving and amount of time spent off welfare after leaving). Findings are based on the experiences of leavers in Boston, Chicago, and San Antonio. The Three City Study surveyed 2,500 low-income families with children regarding employment, income, family structure, and caregiver characteristics. Overall, women with lower education levels, with younger children, who were in poor health, and who were themselves young had much lower employment rates and post-welfare income levels than women with more education, better health, older children, and older age themselves. Outcomes also differed among leavers with a longer history of welfare dependence. The employment and income outcomes among these leavers were considerably worse than average. Leavers who had been sanctioned did worse after leaving welfare than those not sanctioned. Three appendixes describe the Three City study, examine welfare policies in the three cities, and provide supplementary tables. (Contains 11 references.) (SM)

ED 450 182 UD 034 003

Patterson, Jacqueline
Conducting Children's Health Insurance Outreach in African American Communities.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Black Colleges; *Black Community; *Blacks; Child Advocacy; *Child Health; Churches; Employed Parents; Fathers; *Health Insurance; *Higher Education; Mass Media; *Outreach Programs
IDENTIFIERS- *African Americans; Childrens Health Insurance Program; Medicaid

In 1998, 19.7 percent of African American children were uninsured. Since a majority of African American children live in families with incomes below 200 percent of the federal poverty line, they are eligible for free or low-cost insurance coverage. This report presents strategies for facilitating the recruitment and enrollment of African American children into

This paper focuses on how urban high schools may be not only revitalized but also transformed into institutions that are designed to help students at the crossroads of their academic careers. It discusses the rationale for change, historic highlights of this effort, and a new vision for American high schools. Some of the promising approaches to change include: transforming large impersonal schools into small schools; using whole-school design; reaching out to parents and other community members to increase their involvement in education; and partnering with businesses and universities. The paper highlights the Carnegie Corporation's Schools for a New Society initiative, which has awarded planning grants to 10 community-school district partnerships working on urban high school reform. The paper also focuses on principles outlined by the New Century High Schools for New York City Consortium, a $30 million commitment to high school reform in New York City announced in December 2000 by the Bill and Melinda Gates Foundation, the Open Society Institute, and the Carnegie Corporation. (SM)

ED 450 203 UD 034 025

Hao, Lingxin
Immigrants and Wealth Stratification in the U.S. JCPR Working Paper 216.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Human Capital; *Immigrants; *Income; *Minority Groups; Racial Factors; *Social Stratification; *Socioeconomic Status
IDENTIFIERS- *Wealth

This study examines the importance of including immigrants in studies of wealth stratification by race/ethnicity, using data from the 1992 and 1993 panels of the Survey of Income and Program Participation. It addresses the uniqueness of immigrants using descriptive and multivariate analyses by constructing a measure of wealth age that considers immigrants' length of residence in America and by considering migration and adoption history and immigrant-native differences in factors sorting wealth accumulation. Descriptive analysis show greater difference in wealth distribution, zero and negative wealth holdings, wealth components, and age-wealth profiles by race/ethnicity than by immigrant status. Age-wealth profiles are steeper for immigrants than for the native born when using wealth age. The multivariate analysis uses a framework integrating life cycle theory, status attainment theory, human capital theory, and theories related to social contexts. Results show a positive effect of immigrant status on wealth accumulation, rather than the impairing effects of racial/ethnic minorities. Migration and adaptation history are factors in wealth accumulation. Significant structural differences exist between immigrants and natives (a lesser role of education and spatial segregation in wealth accumulation for immigrants) and between whites and minorities (a greater role of education for minorities). (Contains 36 references.) (SM)

ED 450 204 UD 034 026

Dryfoos, Joy G.
Evaluation of Community Schools: Findings to Date.

Desk: A Usage Analysis of a Digital Reference Service" (Laura Sowers and Marilyn Domas White). Part 5, "Digital Reference Technology Spotlight," includes: "Moving Reference to the Web" (Susan McGlamery and Steven Coffman); "The University of North Texas Libraries' Online Reference Help Desk" (Monika Antonelli and Martha Tarlton); and "Click on the Wizard for Help: Using Help Desk Software for Real-Time Reference" (Saundra Lipton). The conclusion is entitled "An Agenda for Digital Reference" (R. David Lankes). The book contains an appendix listing digital reference resources (compiled by Joann M. Wasik) and an index. Most papers contain references. (Contains 129 references.) (MES)

ED 449 811 IR 058 055

Connors, Kelly C.
Audiobook Format: A Patron's Choice.
PUB DATE- 99
NOTE- 43p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Audiotape Recordings; Library Collections; Library Material Selection; Library Materials; *Library Surveys; Nonprint Media; Public Libraries; Talking Books; User Needs (Information); Users (Information)

This study examines patron preference for abridged versus unabridged audiobooks, looking at patron usage over time and noting any changes in preference and why they occurred. A survey was conducted at the four branches of the Geauga County Public Library System (Geauga County, Ohio) with a random sample of adult patrons. Of the 274 surveys distributed to patrons who were checking out audiobooks during the designated two-week period, 225 (82%) were completed and returned. Findings indicated that the unabridged format was favored by over half of the participants, while the abridged format was favored by only 13%. In addition, over 75% of the patrons said that they would like to see more unabridged audiobooks in the library collection. Thirty-five percent favored more abridged selections. Of the 225 participants, 65% were female and 32% were male. The majority of respondents fell inside the age range of 36 to 54 years old. The genre that was most favored was mysteries, and the mystery genre was the most popular choice when patrons were asked what categories of audiobooks they would like to see more of in the library. Also popular were best sellers, biographies, history, and general/current fiction. There is some evidence that suggests that patrons who have been using audiobooks longer have a preference for the unabridged format, and that patrons who initially preferred abridged formats or who didn't have a preference, tended to change their preference to unabridged over time. Appendices include the survey, cover letter and responses from the 225 participants to the open-ended question "What categories of audiobooks would you like to see more of in the library?" (Contains 29 references.) (AEF)

ED 449 812 IR 058 056

Crutsinger, Gene
Introducing Fundraising to a Seminary Library.
PUB DATE- 99
NOTE- 45p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

universities in England and Wales; and (2) determine the extent to which their credit transfer arrangements exist within and between colleges and universities, and learning outcomes form the basis of the assessment for establishing course equivalencies for transfer. The UK education and training system is undergoing profound changes as it moves from a historical elitist model to that of more democratic mass education system. Some of inter-related themes that have been investigated in the UK, which are relevant to issues in British Columbia include the following: provision of core/key skills for employability, citizenship, and personal development; assessment modes for outcomes-based learning; quality assurance policies and procedures; assisting college teachers to learn new instructional roles; and widening access, especially for those who were socially excluded. Appendices include "Glossary," "Study-Visit Itinerary and Key Informants," "Improving Student Learning Outcomes," "An historic Context," "The Structure of Education in England and Wales," and "Steps to Implementation in Wales." (JA)

ED 449 831 JC 010 142

Environmental Scan of the Greater Sacramento Area, 1999.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Environmental Scanning; Futures (of Society); *Long Range Planning; *Strategic Planning; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Los Rios Community College District CA

This report provides a comprehensive look at the external environment impacting Los Rios Community College District (LRCCD) (California). It summarizes the social, economic, and political changes at the state and national levels, in general, and in the Sacramento-Yolo Consolidated Metropolitan Statistical Area (CMSA) served by LRCCD, more specifically, that are shaping the future for the District. The 1999 Environmental Scan includes the following sections: (1) Changing Demography; (2) Changing Economy and Employment Picture; (3) Other Local Higher Education Providers; (4) Changing Political Scene; (5) Projected Changes for Los Rios Community College District; and (6) Summary Observations of External Scan. Long term employment growth over the last 15-year period has been strong across all sectors except farming, mining, and government. While the total population in the Greater Sacramento CMSA is projected to increase slightly more than 20%, the number of high school graduates are projected to increase by almost 34%. Community and business representatives identified several key issues of concern during a 1997 Strategic Planning process: addressing educational challenges resulting from welfare reform; developing an identity as a networked system of colleges rather than as individual colleges; promoting better awareness of the colleges' comprehensive, low-cost and high quality offerings. Contains 34 charts. (JA)

ED 449 832 JC 010 143

High School Graduate Participation Rates: Proportions of Sacramento Area High School Graduates Enrolled in Los Rios Community College District, Fall 1998-Fall 1994.
PUB DATE- 99

*Educational Planning; Elementary Secondary Education; Higher Education; Lifelong Learning; Long Range Planning; *Master Plans; *Role of Education
IDENTIFIERS- *California

This framework is intended to guide in the development of a Master Plan for Education that will provide a comprehensive organizing template for California's schools, colleges, and universities. To be responsive to Californians' varied educational needs, the state requires a cohesive system of education in which all segments, from kindergarten through university, are coordinated. The long-term evolution of roles of state and local K-14 entities has blurred lines of responsibility in ways that can impede efficient and responsive delivery of education services and that do not allow clear lines of accountability. A Master Plan will provide frameworks for governance, resources, policy development and accountability that will ensure that the state and its citizens receive maximum benefit from California's enormous investment in education. These frameworks can then guide the long-term policy-making of the Legislature and education governance entities. The Master Plan must delineate specific objectives to support these planning objectives: every student must have the opportunity to learn from a full qualified teacher; the state must develop assessments that measure students knowledge, pursuant to standards; and local districts should be responsible for supporting learning at each site, consistent with local needs. (JA)

ED 449 852 JC 010 169

McPhail, Christine Johnson
Transforming Community College Leadership Preparation: A Cohort Leadership Learning Model.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; *Community Colleges; *Doctoral Programs; Higher Education; *Leadership; *Special Degree Programs; *Urban Education; *Urban Universities
IDENTIFIERS- *Morgan State University MD

This paper discusses the development of a doctoral program specializing in community college leadership. When Morgan State University (Maryland) expanded its existing Urban Educational Leadership Doctoral Program to include a concentration in Urban Community College Leadership, it became the first historically black university in the United States to provide such a program. To address the unique needs of the working professional, the program coordinator designed the Cohort Leadership Learning Model, which offers students a stimulating, highly structured, year-round program of study. Students will graduate from the Urban Community College Leadership Doctoral Program with a unique capacity to understand urban life and phenomena in the context of the vision, mission, goals, and objectives of this nation's urban and metropolitan comprehensive community colleges. The Cohort Leadership Learning Model is based on the belief that leadership of an urban community college requires a specific knowledge base emphasizing the following: the urban environment; the organizational culture and structure of learning-centered institutions; and the unique cultural and cognitive characteristics of urban learners. The annual Leadership

This report was prepared by The "Preparing Students as Global Citizens" Task Force of Howard Community College's Commission on the Future. The principal issue addressed by this task force was to identify ways in which Howard Community College (Maryland) can prepare its students to be effective citizens in a global society. Its focus is based upon a previous report stressing the need for community colleges to integrate their educational mission with issues regarding globalization. In order to execute its assignment, the task force studied an array of resource materials, formulated a vision, delineated a series of recommendations in five areas for the college to consider and pursue, and initiated an inventory of existing international resources. The vision consists of five priorities: making a commitment to education on global skills and competencies; providing adequate resources; recognizing diversity; promoting dialogue; and creating an environment where global competencies can be learned and practiced. A series of specific recommendations are then outlined in the following areas: (1) a list of competencies and skills required of all global citizens; (2) the roles of the administration, faculty, and boards; (3) community participation; (4) technology and global initiatives; and (5) financial resources necessary to support global initiatives. A draft worksheet that lists an overview of college and community resources is included. (JJL)

ED 449 873 JC 990 529

Provisional Community College Districts: A Proposed Method of Extending Community College Services to Unorganized Counties.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Role; *Community Colleges; Community Organizations; Community Programs; Community Schools; Institutional Cooperation; Multicampus Districts; *Policy Formation; Program Implementation; *School Community Relationship; *School District Reorganization; Two Year Colleges
IDENTIFIERS- *Arizona; *Provisional Community College Districts

A county with insufficient population and/or assessed valuation to qualify for a community college district may establish a provisional community college district. This proposal, prepared by the State Board of Directors for Community Colleges of Arizona, intends to demonstrate how the provisional community college district is a logical and useful step in the progression to the establishment of a community college district. This step can occur when the population and assessed valuation of the county demonstrate that the county can support a college of high quality without disproportionate state aid. The proposal presents several criteria that should be met to insure genuine local control, while assuring the quality of community college programs and services and realistic funding mechanisms. The procedure for establishing a provisional community college district follows the same path as for the established community college district, except the population and assessed valuation criteria would not apply. Appendix 1 describes alternatives presently available to unorganized community college districts. Appendix 2 details the requirements to form a community college district. A listing of the current assessed valuation and population figures for the four unorganized counties is presented in Appendix 3. (JJL) sections: (1) introduction; (2) benefits of and cautions about using results-based decision making; (3) the language of results- based decision making; (4) the creation of "logic models," which are frameworks for linking the partnership's desired results with activities to effect change; (5) guidelines for using results-based decision making to improve performance; (6) a phased approach for using results-based decision making to improve the lives of children and families; and (7) conclusion. The appendices include resources for more detailed information on specific topics (such as instruments to measure collaboration, quality of child care, child development, family functioning, and parenting skills). Contains 22 references. (EV)

ED 449 893 PS 029 181

Zimmerman, Elaine
A Guide to Engaging Parents in Public-Private Child Care Partnerships.
SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.
PUB DATE- 00
NOTE- 28p.; In collaboration with the staff of the Child Care Partnership Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperation; *Day Care; Early Childhood Education; *Parent Participation; Parent Role; *Partnerships in Education
IDENTIFIERS- *Public Private Partnership Programs

This guide is designed to assist public-private child care partnerships in engaging parents in improving child care. The guide offers information on: (1) why parents should be involved in child care partnerships; (2) roles that parents can play in partnerships; (3) how to successfully engage parents in partnerships; (4) tools for engaging parents; and (5) a list of additional resources, including organizations, publications, and Web sites to support parent involvement efforts. (EV)

ED 449 894 PS 029 182

Bishop, Kathleen Kirk, Ed.; Taylor, Mary Skidmore, Ed.; Arango, Polly, Ed.
Partnerships at Work: Lessons Learned from Programs and Practices of Families, Professionals and Communities.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 97
NOTE- 126p.; Supported in part by Project MCJ-507060.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cooperation; *Family Programs; Integrated Services; Interprofessional Relationship; *Program Descriptions; Social Services
IDENTIFIERS- *Family Resource and Support Programs; Family Support

Designed to celebrate family/interprofessional collaborative partnerships, this publication describes high-quality examples of how families and professionals at the family, community, state, and national levels have worked together to create programs and practices that are family-friendly and responsive

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Certification; Compliance (Legal); *Day Care; *Day Care Centers; Early Childhood Education; Educational Legislation; State Legislation; *State Regulation; *State Standards
IDENTIFIERS- Childrens Foundation DC; Day Care Licensing; *Day Care Regulations; District of Columbia; Licensed Programs; Puerto Rico; *Regulatory Agencies; Regulatory Evaluation; State Policy; Virgin Islands

This report is an update of information initially compiled in 1991 through a survey of the child care regulatory offices of the 50 U.S. states, the District of Columbia, Puerto Rico, and the Virgin Islands. The report begins with an introduction, definition of terms, and a question and answer summary. The bulk of the report is organized in alphabetical order by state or territory, and contains the licensing and regulatory data for each entity in the following 31 categories: (1) number and definition of regulated programs; (2) requirements; (3) regulations; (4) unannounced inspection policy; (5) complaint procedure; (6) staff qualification; (7) staff prescreening; (8) staff training; (9) child documentation policy; (10) child immunization policy; (11) discipline policy; (12) emergency medical consent policy; (13) environmental policy; (14) medication policy; (15) national life safety fire code policy; (16) playground policy; (17) regulatory process subcontracting policy; (18) smoking policy; (19) swimming pool policy; (20) transportation policy; (21) drop-in child care; (22) infant care programs; (23) overnight care programs; (24) programs for children with disabilities; (25) school age care programs; (26) sick child care programs; (27) subsidized programs (tiered reimbursement rates); (28) surveillance camera policy; (29) reporting child abuse and neglect; (30) local contacts; and (31) new or pending legislation. (KB)

ED 449 912 PS 029 209

Keeping Kids Safe: A Guide for Safe Food Handling & Sanitation for Child Care Providers.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cleaning; Day Care; Disease Control; *Hygiene; Infants; Preschool Children; Preschool Education; *Sanitation
IDENTIFIERS- Food Preparation; *Food Safety; Food Storage

Because children under age 5 are susceptible to food-borne illnesses and children in diapers present special sanitation and health problems, food safety and sanitation are emerging as important issues for child care providers. This booklet is designed to give providers and parents a quick and easy reference for food safety and sanitation. The first part of the booklet provides an overview of sanitation, covering handwashing, disinfecting, and safe diapering. The second part presents food safety basics for babies, covering safe handling of bottles, breast milk, and baby food. The third part of the booklet presents food safety basics for children in the areas of safe food handling, cooking, cleaning, cooling and arrange for the participation of Aboriginal and Torres Strait Islanders in educational decision making; 2) to increase the number of Aboriginal and Torres Strait Islander teachers; 3) to ensure equitable access for Aboriginal and Torres Strait Islanders to education and training; 4) to ensure participation of Aboriginal and Torres Strait Islander students in education and training; 5) to ensure equitable and appropriate educational achievement for Aboriginal and Torres Strait Islanders; 6) to promote the teaching of Aboriginal and Torres Strait Islander studies, cultures, and languages to all Indigenous and non-Indigenous students; 7) to provide community training, including proficiency in English literacy and numeracy, for Aboriginal and Torres Strait Islander adults; and 8) to improve NATSIEP implementation, evaluation, and resourcing arrangements. A collaborative action plan was designed around these eight priorities and is presented in this report. For each priority, a range of outcomes is presented for each sector of education: early childhood education; elementary and secondary education; vocational education and training, including adult and community education services; and higher education. Detailed strategies for implementation and performance measures accompany each outcome. Appendices present acronyms, terms of reference, NATSIEP priorities and 21 goals, taskforce process and membership, and 15 references. (TD)

ED 449 930 RC 022 746

National Statement of Principles and Standards for More Culturally Inclusive Schooling in the 21st Century.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Culturally Relevant Education; Disabilities; Educational Attainment; *Educational Policy; Elementary Secondary Education; English (Second Language); *Equal Education; Foreign Countries; *Indigenous Populations; *National Standards; Parent Participation; Parent Responsibility; School Community Relationship
IDENTIFIERS- *Aboriginal Australians; Access to Services; *Australia

At a March 2000 meeting, Australia's state, territory, and commonwealth ministers of education committed to a set of principles and standards for more culturally inclusive schooling in the 21st century. Building on a range of policy statements developed over the last decade, these principles and standards are described in terms of social justice and the rights of Aboriginal and Torres Strait Islander peoples to quality schooling, services, and equitable and appropriate educational outcomes, and the rights and responsibilities of parents as the first educators of their children. The principles address a variety of mechanisms, including providing a supportive educational climate; establishing effective teacher-student relationships; enrolling all compulsory-aged Indigenous children in school; expecting all Indigenous children to be fluent in English while being inclusive of their home language; increasing Indigenous staff members and community involvement; providing curricula that are free from bias, affirm cultural identity, and acknowledge the value of Indigenous cultures; supporting parents; and improving access to government services. The standards aim to provide facilities and services that are accessible; are of equal quality to those

*Mexican American Education; Partnerships in Education; Professional Development; *Rural Education; *Science Education
IDENTIFIERS- Arizona; Colorado; New Mexico; Systemic Change; *Systemic Educational Reform; Utah

Since September 1995, the Utah, Colorado, Arizona, New Mexico-Rural Systemic Initiative (UCAN-RSI) has promoted systemic reform to improve science, technology, and mathematics education for all rural students in its states. Initially, UCAN targeted 159,000 students in over 430 rural, primarily American Indian or Hispanic, communities. These communities are characterized by independence, strong sense of place, differences in culture and language, and interest in self-determination. Six self-defined regional coalitions were formed through which UCAN seeks to engage whole communities, to develop local support for continued educational reform. These coalitions are the Navajo Nation Coalition, New Mexico Tribal Coalition, Arizona Tribal Coalition, New Mexico County Coalition, Southern Colorado Coalition, and Ute Four Corners Coalition. This document contains yearly reports on the strategies and progress of UCAN-RSI during its first 3 years: September 1995-August 1998. Efforts are outlined in the following areas: development of standards-based math and science curricula that are culturally relevant to UCAN's communities; coordination of policies at the national, state, and local levels to support systemic reform; partnerships, collaboration, and resource convergence; professional development; community support and capacity building; technology training and distance education; student achievement and attainment; closing the gap between minority and Anglo/White students; and community involvement. A Third Year Executive Summary highlights accomplishments of specific coalitions. (SV)

ED 449 948   RC 022 811

LLamas, Vicente J.
UCAN: A Four-State Rural Systemic Initiative. Year Four Annual Report; Year Five Strategic Plan.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Division of Educational System Reform.
PUB DATE- 99
NOTE- 39p.; For reports on Years 1-3, see RC 022 810.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; Annual Reports; *Educational Change; Elementary Secondary Education; Leadership Training; *Mathematics Achievement; Mathematics Education; *Mexican American Education; Professional Development; *Rural Education; *Science Achievement; Science Education
IDENTIFIERS- Arizona; Colorado; New Mexico; Systemic Change; *Systemic Educational Reform; Utah

The Utah, Colorado, Arizona, New Mexico-Rural Systemic Initiative (UCAN-RSI) supports systemic improvement in science, technology, and mathematics education for all rural students in the four states, focusing on schools that enroll large numbers of American Indian and Hispanic students. This document contains a report on UCAN's 4th year (September 1998-August 1999) and its strategic plan for year 5. UCAN's 4th-year efforts aimed to accelerate implementation of standards-based curricula in focal schools. New partnerships and additional funding increased support for teacher professional development, educational capacity building, and community engagement. At the

IDENTIFIERS- *Brazil; *Environmental Protection

In this work a tentative approach is described, with the intent of an optimized insertion of the environmental contents in engineering courses, using the existing disciplines, and with a minimal, if any, increase of the disciplines related to environmental protection. The disciplines are firstly classified with regard to the environmental issues into four groups: (1) the fundamental ones, which can be considered as a tool for achieving a melioration or a degradation of the environment; (2) the application ones, which can be used for the melioration of the environment by controlling or correcting negative impacts; (3) the application ones, which are related to the degradation of the environment; and (4) the application ones that are specifically related to the protection of the environment. The recommended approach for insertion can be accomplished in three different routes: (1) reinforcement of the disciplines of the Group 1, including fundamental themes related with environment, such as ecology, environmental rights, etc.; (2) modification in the disciplines of Group Three, including in their programs the discussion of the possibilities of minimizing the degradation of the environment by means of primary, preventive measures; and (3) altering the disciplines of the Group Two, in order to include in their programs the subjects related to the secondary, corrective measures for environmental protection. The disciplines of the Group Four should discuss the necessary environmental contents for each engineering course that could not be given in other groups. With this approach, all the environmental contents of the engineering formation can be given without unnecessary increase of the duration of the courses, avoiding the repetition of subjects during the course. After interviewing all the professors of the engineering courses in the UFMG (Universidade Federal de Minas Gerais), it could be demonstrated that the proposed approach is feasible, and its implementation is presently being shaped for each course. (Author/YDS)

ED 449 967 SE 064 213

Meissner, David, Comp.

Border Environmental Education Resource Guide: Southern New Mexico, South Texas, Northern Chihuahua, Northern Coahuila, Northern Nuevo Leon, Northern Tamaulipas = Guia de Recursos de Educacion Ambiental en la Frontera: Sur de Nuevo Mexico, Sur de Texas, Norte de Chihuahua, Norte de Coahuila, Norte de Nuevo Leon, Norte de Tamaulipas.

SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Environmental Education.; World Wildlife Fund, Washington, DC.

PUB DATE- 00

NOTE- 196p.; Initially compiled by Elaine Hampton working for the Waste Education Resource consortium. Guide made possible by a grant from the U.S. EPA, Region 6, as part of the U.S.-Mexico Boarder XXI Program.

LANGUAGE- English; Spanish

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132),Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Ecology; Elementary Secondary Education; *Environment; Environmental Education; Environmental Influences; Foreign Countries; *Internet; Science Projects

TACCOL: Technology Advancing a Continuous Community of Learners.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Meeting of the Association for Mathematics Teacher Education (Charlotte, NC, February 10-12, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Graphing Calculators; Higher Education; Interdisciplinary Approach; *Mathematics Education; *Preservice Teacher Education; *Science Education

The TACCOL project (Technology Advancing A Continuous Community of Learners) at Clarion University of Pennsylvania involves a collaboration between the College of Arts and Sciences and the College of Education and Human Services. The purpose of TACCOL is to infuse technology into teacher preparation by integrating technology with an interdisciplinary approach to teaching science and mathematics. TACCOL involves three distinct populations: (1) university faculty; (2) inservice mathematics and science teachers; and (3) preservice mathematics and science teachers. The basic technologies incorporated into the project are: (1) laptop computers; (2) graphing calculators (TI-73 for elementary participants and TI-89 for secondary participants); (3) Calculator Based Rangers (CBRs); and (4) Calculator Based Laboratories (CBLs) with multiple probes. The constructivist philosophy of engaging learners with hands-on activity based projects is emphasized in the implementation of the workshops for all three populations. (Contains 11 references.) (ASK)

ED 449 990 SE 064 558

Costner, Kelly M.; Wagner, Sigrid; Owens, Douglas T.
Content-Responsive Program Evaluation: An Integrated Preservice Example.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Mathematics Teacher Education (Charlotte, NC, February 10-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Higher Education; *Mathematics Education; *Program Evaluation

This paper discusses the lack of and the need for program evaluation models for mathematics education and points out generic approaches to program evaluation. This project attempts to develop a mathematical approach to program evaluation that can be applied to an integrated preservice program for mathematics, science, and technology education teachers. Guiding questions for the overall project include: (1) How can program evaluators approach their task in a way that is valid for mathematics specialists; specifically, how can program evaluation be approached in a way that reflects the values of the mathematics education community? and (2) What is the role of the evaluator in content-responsive program evaluation? (Contains 13 references.) (ASK)

1 deals with general issues in social studies, while Section 2 examines social studies education in Botswana, Ethiopia, Ghana, Kenya, Malawi, Namibia, Nigeria, Tanzania, and Zambia. Essays in Section One are: (1) "The Historical Context of Education in British Colonial Africa" (L. Mafela; P. T. Mgadla); (2) "Philosophical Foundations of Social Studies Education in Africa" (A. A. Adeyinka); (3) "The Language of Social Studies Teaching in Africa" (J. Honey); (4) "The Linguist in the Teaching of Social Studies" (J. T. Mathangwane); (5) "The Use of Religion in Uniting the African People" (J. N. Amanze); (6) "Moral Education in African Schools" (V. Ocaya); (7) "The Relationship between Moral Education and Social Studies: The Case of Botswana Junior Secondary Curriculum" (J. O. Awino); (8) "The Role of African Parents in the Socialisation of Children" (M. O. Onyewadume); (9) "HIV and AIDS among Youth in Botswana: An Emerging Issue in Social Studies" (E. Seloilwe; E. Ncube; D. Ntseane); (10) "Socialisation Issues in Sport" (L. O. Amusa; S. A. Adeniran); (11) "The Values of Sport in the Promotion of a Culture of Peace" (A. L. Toriola); (12) "The Importance of Mathematics to Social Studies" (D. C. Mapolelo); (13) "Educational Technology in the Teaching of Social Studies in African Schools" (A. Akinyemi; A. Ngwako; P. Nleya); (14) "The Role of Teaching Practice in the Preparation of Social Science Teachers" (V. Morara); (15) "Infusing Gender Equity in Social Studies Teaching" (L. Asimeng-Boahene and B.-M. Mazile). Essays in Section Two are: (16) "Social Studies in Botswana" (G. Mautle); (17) "Social Studies in Ethiopia" (H. G. Dagne); (18) "Social Studies in Ghana" (L. Asimeng-Boahene); (19) "Social Studies in Kenya" (J. E. Otiende; O. Oanda); (20) "Social Studies in Malawi" (J. Tlou; V. Kabwila); (21) "Social Studies in Namibia" (F. A. Phiri); (22) "Social Studies in Nigeria" (M. B. Adeyemi); (23) "Social Studies in Tanzania" (W. L. M. Komba); and (24) "Social Studies in Zambia" (C. P. Chishimba; R. K. Simukoko). (BT)

ED 450 013 SO 032 125

Sathar, Zeba Ayesha; Lloyd, Cynthia B.; Haque, Minhaj ul
Investments in Children's Education and Family-Building Behavior in Pakistan: Findings from Rural NWFP and Punjab.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.
PUB DATE- 00
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Influence; Developing Nations; *Educational Attitudes; *Educational Environment; Educational Policy; Educational Research; Elementary Education; Family Size; Foreign Countries; *Parent Attitudes; Public Schools; Qualitative Research; Statistical Analysis; *Student Needs
IDENTIFIERS- Community Profiles; *Pakistan

Rising demand for schooling on the part of many Pakistani parents has immediate implications for the cost of children. To fulfill their educational aspirations, parents must invest more than they have in the past in each child both directly, in terms of various costs associated with school attendance and indirectly, in terms of missed opportunities for labor. Variations among communities in schooling conditions, partly driven by demand for schooling as it is expressed at the community level and partly driven by district and provincial educational policies, would be expected to be associated with variations between communities in family-building strategies. Survey results presented in this report are the outcome of a research strategy

EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Anthropology; Civics; Cultural Education; Economics; *Educational Resources; Elementary Secondary Education; Geography; History; *Information Sources; *Instructional Materials; Outreach Programs; *Professional Development; Reference Materials; Research Tools; *Resource Materials; *Social Studies
IDENTIFIERS- New England; Rhode Island

This guide provides an introduction to many different types and sources of social studies materials. The guide is divided into three sections representing classroom material, outreach activities, and professional resources. Each section is subdivided by resource type. Larger sections use categories to facilitate location of material by curriculum field; the typical arrangement of categories is General, Anthropology/Cultures, Civics, Economics, Geography, and History. Smaller sections are alphabetically arranged by the title of the resource, organization, or program. The first section covers "Classroom Instructional Resources," such as textbooks, trade books, multimedia resources, curriculum guides, journals, Web sites, dramatizations and model programs, games and simulations, and human resources. The second section covers "Outreach Activities," which typically involve experiences with learning sites or programs which are located or originate outside the school building. The third section covers "Professional Development and Planning Resources" for teachers. The index provides integrated access by subject and organization to all 845 entries. (BT)

ED 450 036 SO 032 528

Kjaergaard, Eigil; Martineniene, Rima
Democracy Every Day: Discussion and Decision Models for Young People and Adults.
PUB DATE- 00
NOTE- 52p.; English Language Editor: Joseph Everatt. Also available in Lithuanian.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Decision Making; *Democracy; *Democratic Values; Models; Organizational Development; Personal Autonomy; *Political Attitudes; Youth
IDENTIFIERS- Political Awareness

Real democracy is a style of living and thinking, in which every step refers to the principle of equality among people. This guide seeks to show models that can help people, especially young people, learn to live democratically. The guide notes that young people cannot learn democracy without continually, from the earliest years, living in democratic surroundings, practicing their own influence, participating when decisions are made, and sharing responsibility for their outcomes. It stresses staff training, communication among adults and youth, and definition of roles. The guide presents the following discussion and decision models: "Active Meeting"; "Future Workshop"; "Cafe Discussion"; "Fish Ball"; "Lemniscat"; and "Combined System." (BT)

ED 450 037 SO 032 529

influences. To emancipate people on all three levels of oppression, individuals must engage in a critique of the personal, situational, and historical forces which cause oppression. By the exposure of these forces and their juxtaposition against an ideal view of how these forces could be lessened, people become less oppressed and move toward emancipation. Critical theory is a personal responsibility and not just the responsibility of researchers who stand above the crowd and inform nonresearchers about how and what reality is. Under the critical perspective, people use their own insights as well as the work of researchers to understand and, ultimately, change reality. This paper presents a survey of critical theory. Contains 38 references. (BT)

ED 450 058   SO 032 577

Buchert, Lene, Ed.; Epskamp, Kees, Ed.
Open File: New Modalities for Educational Aid.
PUB DATE- 00
NOTE- 132p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Basic Skills; Childrens Rights; *Comparative Education; Developing Nations; *Educational Change; Elementary Secondary Education; Foreign Countries; Profiles
IDENTIFIERS- Bangladesh; *Educational Issues; Egypt; Global Economy; Guatemala; India; Japan; Outstanding Teachers

This journal focuses on comparative education and has four major sections. The "Viewpoint/Controversy" section contains one article: "Is the Globalization of the Economy Creating Values for a New Civilization?" (Koichiro Matsuura). The "Open File: Rethinking Educational Aid" section contains the following articles: "From Project to Programme to Sector-Wide Support: Some Questions and Concerns" (Lene Buchert); "EC-India Collaboration in Primary Education: Sector-Wide Approaches to Development Co-operation" (Shanti Jagannathan; Mervi Karikorpi); "Sector-Wide Approach to Education: Views from Sida" (Agneta Lind; Christine McNab); "An Assessment of New Modalities in Development Assistance" (Noel F. McGinn); "Sector Support Approach to Financing Basic Education: Lessons from Bangladesh" (Upali Sedere); "Mayan Participation in Educational reform in Guatemala: Changing the Policy Environment" (Linda Asturias; Katherine Grigsby; Theo Oltheten); and "The Sector Approach and Its Implications for Technical Assistance: The Social Fund for Development, Egypt" (Samir T. IsHak; Hussein M. El Gammal). The "Trends/Cases" section contains these articles: "'Different' at School: Discrimination and a Monitoring System to Forestall It" (Angeles Sagastizabal); and "The Rights of the Child and Education in Japan in the Light of the United Nations Convention" (Akiyoshi Kawaguchi). The "Profiles of Famous Educators" section contains this article: "Anisio Teixeira (1900-71)" (Carlos Roberto Cury). (BT)

ED 450 059   SO 032 578

Heady, Christopher
What Is the Effect of Child Labour on Learning Achievement? Evidence from Ghana. Innocenti Working Papers No. 79.
PUB DATE- 00
NOTE- 45p.; Builds on work supported by the UK's Department for International Development and the Economic and Social Research Council.
LANGUAGE- English

planning. In the second year, over 100 hours of participant observation occurred. Three teacher cases were shadowed throughout the school day, and teacher-researcher discussions were recorded. The resulting case studies described developmental changes associated with teachers' learning to use laptops in class. Conversations flowed through the school's network of settings that came to define the normative playing field for teachers' curricular decisions. Teachers' participation in these settings depended upon access to the activity and access to the social language used in the setting. Consistent teacher descriptions of peer choices to use or not use laptops indicated that access to the social language led to their understanding of the various roles laptops played in the school. (Contains 51 references.) (SM)

ED 450 079 SP 039 753

Minor, Lynn C.; Onwuegbuzie, Anthony J.; Witcher, Ann E.
Preservice Teachers' Perceptions of Characteristics of Effective Teachers: A Multi-Stage Mixed Methods Analysis.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Preservice Teachers; Sex Differences; *Teacher Characteristics; *Teacher Effectiveness; Teaching Skills
IDENTIFIERS- Teacher Knowledge

This study examined preservice teachers' perceptions of characteristics of effective teachers, as well as whether these perceptions were influenced by educational beliefs (i.e., progressive versus transmissive). Data for the study were collected from 134 preservice teachers enrolled in several sections of an introductory-level education class for education majors at a large Georgia university. Students were given a questionnaire asking them to identify, rank, and define characteristics they believed excellent teachers possessed or demonstrated and a survey that identified their educational beliefs as either progressive or transmissive. A phenomenological analysis of responses revealed several characteristics that many respondents considered to reflect effective teaching. In order of endorsement level, the following seven themes emerged: student-centered; effective classroom and behavior manager; competent instructor; ethical; enthusiastic about teaching; knowledgeable about subject; and personable. Chi-square analyses revealed no relationship between the seven perception categories of effective teachers and student teachers' race, year of study, preferred grade level for teaching, and education belief. However, significantly more males than females endorsed teacher characteristics that related to being an effective classroom and behavior manager. (Contains 25 references.) (SM)

ED 450 080 SP 039 754

Onwuegbuzie, Anthony J.; Witcher, Ann E.; Filer, Janet; Downing, Jan
Factors Associated with Teachers' Beliefs on Discipline.
PUB DATE- 00

for giving and receiving feedback. Chapter 7, "The Logistics"; chapter 8, "Troubleshooting"; and chapter 9, "Practicing What You've Learned," examine practical concerns. The first seven chapters provide suggestions for translating chapter subject matter into specific classroom situations, offering fill-in-the-blank forms that can serve as the basis of self-improvement plans and help teachers set personal goals related to supervisory roles. A list of organizations that provide useful information for paraeducators and teachers is included. (SM)

ED 450 099 SP 039 773

Lauer, Patricia A.
Instructional Practices and Implementation Issues in Multiage Classrooms.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Age Differences; Cross Age Teaching; *Educational Change; Educational Research; Elementary Secondary Education; Heterogeneous Grouping; *Mixed Age Grouping; Multigraded Classes; *Nongraded Instructional Grouping; Planning; Teacher Attitudes; *Teacher Collaboration
IDENTIFIERS- Looping (Teachers)

This report summarizes research literature on multiage classrooms, explaining how they operate, and describes a study of a low-performing, predominantly Native American school district which adopted multiage classrooms as its primary reform strategy. District teachers completed surveys about: planning; collaboration; student groupings and interactions; assessment; planning resources; preparedness; faculty development; perceptions about the effects of multiage classrooms and looping on student learning; opinions on advantages and disadvantages of multiage classrooms and looping; and suggestions for improving instruction and learning. Researchers observed 37 classrooms and interviewed principals and district administrators. They also collected data from a comparison school in a neighboring district that had successful multiage grouping. Teachers were dissatisfied with how multiage classrooms were mandated by district administrators. The mandate created camps of teachers divided over the issue. Teachers tended to feel incompetent, requesting more training and development. Teachers mentioned needing more materials and resources for these classrooms. They did not feel prepared to teach multiage classes. Little time was devoted to teacher collaboration, though it was considered important. Strong support from principals was important. Administrators believed the multiage approach had potential for reform of instruction. Three appendixes present study letters, forms, and surveys. (Contains 32 references.) (SM)

ED 450 100 SP 039 774

Williams, Bonnie; Bearer, Kathy
NBPTS-Parallel Certification and Its Impact on the Public Schools: A Qualitative Approach.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English

NOTE- 34p.; Paper presented at the Annual Meeting of the American Psychological Association (108th, Washington, D.C., August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Discipline; Foreign Countries; Secondary Education; Secondary School Students; Secondary School Teachers; *Self Efficacy; *Student Behavior; Teacher Attitudes; *Teacher Burnout
IDENTIFIERS- Netherlands

This study tested a model in which perceived self-efficacy in classroom management explained the influence of student disruptive behavior on teacher burnout. Dutch secondary teachers completed the Maslach Burnout Inventory, Self-Efficacy Scale for Classroom Management and Discipline, and Order and Organization subscale of the Classroom Environment Scale. Before analysis, completed questionnaires were divided into two groups. Utilizing a structural equation modeling procedure with maximum likelihood estimation and a two-step modeling approach, researchers first tested the measurement model using half of the sample. Pseudo chi-square was significant, indicating the specification of the measurement model needed improvement. They related depersonalization and emotional exhaustion to one construct (the core of burnout). The measurement model was adequate since pseudo chi-square was not significant. Tests performed on the structural model indicated that it could be improved by adding a direct effect of personal accomplishment upon perceived self-efficacy. After this modification, Normed Comparative Fit Index (CFI) and Tucker Lewis Index (TLI) exceeded .90, a recommended criterion. The modified model was tested using the rest of the sample. CFI and TLI exceeded .90. After modification of the measurement model and structural model, researchers concluded that the hypothetical model was empirically sound. (Contains 75 references.) (SM)

ED 450 121 SP 039 798

Facio, Alicia; Batistuta, Mercedes
Argentinean Adolescents' Attitude toward Secondary School.
PUB DATE- 00
NOTE- 6p.; Paper presented at the Annual Meeting of the American Psychological Association (108th, Washington, D.C., August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Secondary Education; Secondary School Students; *Student Attitudes; Teacher Student Relationship; Teaching Skills
IDENTIFIERS- Argentina

This study examined the attitudes toward secondary school of 631 adolescents attending 8th, 9th, and 10th grade in Parana, Argentina in 1998. Students completed a scale of 12 questions about the value of school and their teachers' capacity to teach and to establish good relationships with their students. Overall, most Argentinean students showed positive attitudes, similar to those reported in Sweden and the United States. Students tended to question their teachers rather than their schools. Dissatisfaction with their teachers grew between the first and second year in secondary school, though the value of

13 figures.) (SLD)

ED 450 141 TM 032 331

Curry, Janice; Zyskowski, Gloria
Summer Opportunity To Accelerate Reading (S.O.A.R.) Evaluation, 2000.
PUB DATE- 00
NOTE- 45p.; For the 1999 evaluation, see ED 435 641.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; *Elementary School Students; Primary Education; Program Effectiveness; Program Evaluation; Reading Achievement; *Reading Improvement; *Summer Programs
IDENTIFIERS- *Austin Independent School District TX; Elementary Secondary Education Act Title I

The Summer Opportunity To Accelerate Reading (S.O.A.R.) program is the elementary summer school program to improve reading and literacy in the Austin Independent School District, Texas. In June 2000, the 21-day program served 2,406 students in grades 1 through 3 who were below grade level in reading or at risk of retention. The budget allocation of over $2 million was funded from Title I, a state grant, and local dropout prevention funds. Program effectiveness was measured by scores on the Developmental Reading Assessment (DRA). The average gain for all students was 2.1 reading levels as determined by the DRA, a gain equivalent to about one-fourth to one-half of an academic year. During the 4-week program, 92% of students showed reading improvement by advancing one or more levels on the DRA, and the average improvement for students who attended at least 19 days was 2.2 reading levels. The program has shown consistent gains from 1998 to 2000 even as enrollment has increased six fold. Thirty-six percent of students who began S.O.A.R. below grade level ended the program at or above grade level. Recommendations centering on student selection and professional development for teachers are made for program continuation and improvement. Five appendixes contain attendance data, reading level information, responses to the teacher survey, an S.O.A.R. daily schedule, and the year 2000 S.O.A.R. timeline. (SLD)

ED 450 142 TM 032 332

Keswick, Karen
Title VI Summary, 1999-2000. Feedback.
PUB DATE- 00
NOTE- 6p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; Elementary Secondary Education; *Federal Aid; *Itinerant Teachers; *Library Materials; Mathematics Instruction; Private Schools; *Program Descriptions; Program Evaluation; Resource Allocation; Volunteers
IDENTIFIERS- *Austin Independent School District TX; *Elementary Secondary Education Act Title VI; Reading Recovery Projects

Title VI provides federal funds to states under the Elementary and Secondary Education Act of 1965. This document describes Title VI programs and the use of funds in the Austin Independent School District, Texas (AISD). AISD's 1999-2000 Title VI allocation was $514,448 based on the district's

Improving the Odds: A Report on Title I from the Independent Review Panel.
PUB DATE- 01
NOTE- 25p.; The U.S. Congress created and funds the Independent Review Panel.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Standards; Accountability; *Educational Quality; Elementary Secondary Education; *Equal Education; *Federal Aid; Federal Legislation; Government Role; *Low Income Groups; Student Evaluation
IDENTIFIERS- *Elementary Secondary Education Act Title I; *Improving Americas Schools Act 1994 Title I

This report comments on findings from research and evaluation of both the implementation and the changes that the Improving America's Schools Act (IASA) of 1994 made to Title I of the Elementary Secondary Education Act (ESEA), with a particular focus on findings released since 1999. The report emphasizes recommendations made in April 1999 and adds others based on findings presented in the U.S. Department of Education's 2001 report, "High Standards for All Students: A Report from the National Assessment of Title I on Progress and Challenges since the 1994 Reauthorization." The report is presented by the Independent Review Panel, a Congressionally mandated, non-partisan panel of educators, researchers, and policy experts that advises the Secretary of Education on the evaluation of federal education programs. This report frames key issues related to the new approach to educational improvement embodied in the 1994 reauthorization of ESEA, proposing improvements in federal policy. It reviews changes that Congress made to Title I in 1994, particularly its mandate to raise standards for all children. Next, it lists the guiding assumptions behind the new approach to Title I, which makes it easier to judge whether the assumptions have proven true. The report then discusses ways in which implementation at the state and local level is not complete. The final section offers policy recommendations to strengthen the effectiveness of standards-based reform and the new Title I. (SM)

ED 450 165 UD 033 984

Walker, Karen E.; Grossman, Jean Baldwin; Raley, Rebecca
Extended Service Schools: Putting Programming in Place.
PUB DATE- 00
NOTE- 85p.; With Veronica Fellerath and Glee I. Holton.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Programs; *Community Schools; Elementary Secondary Education; *Extended School Day; Governance; Minority Groups; Needs Assessment; Poverty; Program Development; Program Evaluation; *School Community Programs; Student Participation

This paper describes a multi-year evaluation of the Extended-Service Schools (ESS) Adaptation Initiative, sharing what has been learned about opening up schools and initiating collaborative school-based programs in poor communities during hours that school is not in session. The ESS included four unique school-community collaborative models. This report discusses how cities began the process of opening up schools to children, youth, and adults and examines how these programs

Medicaid and the Children's Health Insurance Program (CHIP), a health insurance program financed by the federal child health block grant. It provides examples of successful efforts in different states. The five strategies include: (1) consider the demographics of the population when planning outreach strategies (engage fathers in getting their children enrolled and reach out to working families); (2) engage trusted members of the community or trusted community-based organizations to deliver messages and bridge the divide between service delivery systems and the public; (3) join efforts with African American institutions (fraternities and sororities, professional organizations, businesses and business groups, faith-based institutions, and historically black colleges and universities); (4) convey messages through the popular media; and (5) reach out to the community through special cultural events targeting African Americans. (SM)

ED 450 183 UD 034 004

Madaus, George F.; Clarke, Marguerite
The Adverse Impact of High Stakes Testing on Minority Students: Evidence from 100 Years of Test Data.
PUB DATE- 01
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Diversity (Student); *Dropout Rate; Elementary Secondary Education; Equal Education; High Risk Students; *High Stakes Tests; *Minority Group Children; Performance Based Assessment; *Student Evaluation; Student Motivation
IDENTIFIERS- Adverse Impact

This paper examines four aspects of current high stakes testing that impact minority students and others traditionally underserved by American education. Data from research conducted at Boston College over 30 years highlight 4 issues: high stakes, high standards tests do not have a markedly positive effect on teaching and learning; high stakes tests do not motivate the unmotivated; authentic high stakes assessments are not a more equitable way to assess the progress of students who differ in race, culture, native language, or gender; and high stakes testing programs have been shown to increase high school dropout rates, particularly among minority populations. The paper emphasizes the need to carefully monitor the four issues. Though raising educational standards and improving educational quality in American schools is important, efforts to foster academic achievement must involve more than simply setting demanding standards and mandating examinations that are referenced to them. The task remains to identify strategies for achieving the desirable reform objectives efficiently and effectively without having a negative impact on any subpopulation of students. An appendix presents: comparability of the Third International Mathematics and Science Study (TIMSS) Population 3 coverage index and data on dropouts in the United States. (Contains 59 references.) (SM)

ED 450 184 UD 034 005

Gough, Michael; Milloy, Steven
The Case for Public Access to Federally Funded Research Data. Policy Analysis.
PUB DATE- 00
NOTE- 22p.

SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *After School Programs; *Community Schools; Elementary Secondary Education; Nontraditional Education; Parent Participation; Partnerships in Education; Program Effectiveness; *Program Evaluation; Student Behavior; Urban Education

This paper summarizes data from evaluations of community school initiatives. Section 1 describes community schools, discusses the nature and limitations of existing research on effectiveness, and summarizes findings from 49 community school initiatives. This section also includes three examples of evaluations. All of the reports present findings on one or more outcomes, such as improved academic achievement, change in student behavior, or increased parental involvement. In 46 reports, some positive changes were noted, with 36 programs reporting academic gains, 11 programs reporting reductions in suspensions, 11 programs reporting reductions in problem behavior, 12 programs reporting increases in parent involvement, and 6 programs reporting lower violence rates. Section 2 offers research data on the 49 initiatives, presenting a brief overview of each model and outlining information currently available from research. It focuses on community schools and after-school programs. Within those two categories, the listings are presented at the national, state, and local levels. The listings range from multisite models to individual schools with unique programs. For each listing, contact information is included. (SM)

ED 450 205 UD 034 027

Mims, J. Sabrina
Expanding the Accelerated Schools Coaching Model: New Applications To Enhance Parallel Reform Movements.
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Change Strategies; *Charter Schools; College Faculty; College School Cooperation; *Educational Change; Elementary Secondary Education; *Excellence in Education; Higher Education; Preservice Teacher Education; Public Education; *Tutors; Urban Schools
IDENTIFIERS- *Accelerated Schools; California State University Los Angeles; *Coaching; Los Angeles Unified School District CA

This article describes how the Los Angeles Accelerated Schools Center (LAASC) expanded the original role of the accelerated schools coach to enhance the effectiveness of parallel reform efforts. Two such efforts are the Design for Excellence Linking Teaching and Achievement (DELTA) collaborative and the Los Angeles Annenberg Metropolitan Project (LAAMP). Essential to both is increasing student achievement by transforming learning environments and teacher preparation. The California State University, Los Angeles, Charter School of Education is the only school of education to parallel the process being

PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Libraries; *Church Related Colleges; *Fund Raising; Higher Education; Library Administration; *Library Funding; Library Policy; *Research Libraries; Special Libraries; *Theological Education

Fundraising is a growing responsibility for many academic library directors. Since the mid-1980s, large research libraries have employed development officers to help write grants, oversee special projects and expand the individual and corporate donor-base of the library. Smaller academic libraries cannot hire fundraisers. Directors and staff members in these institutions need to find development opportunities that they can handle along with their other responsibilities. They also need to cooperate with the existing development personnel at their institution. This project assesses the type(s) of fundraising activities that are appropriate for the director and/or staff of a seminary library. The literature review summarizes general principles of fundraising that are appropriate to any library effort, and highlights activities that are especially helpful to theological or other special libraries. The paper includes information on fundraising responsibilities in six other Protestant seminary libraries in Ohio. It analyzes Winebrenner Theological Seminary's (WTS's) current development policies and practices, and evaluates the fundraising potential of the WTS library. Finally, the paper outlines a practical strategy for involving the library in fundraising for the seminary. (Contains 16 references.) (AEF)

ED 449 813 IR 058 057

Stach, Ron
Searching for Utopia: Best Practices in Digitizing the Corporate Library.
PUB DATE- 99
NOTE- 68p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Corporate Libraries; Digital Computers; *Information Management; Information Storage; Information Technology; Organizational Development; Preservation; Special Libraries
IDENTIFIERS- Digital Collections; *Digitizing

Using an in-depth review of the literature and the author's own personal experience, this paper attempts to distill the eight best practices of those undertaking digitization projects. Results are intended specifically to assist special librarians undertaking a digitization effort in a corporate setting, but conclusions could equally apply to the public or non-profit sector. Digitization experiences are examined from public, academic, and corporate libraries, books and how-to manuals for digital librarians, and unpublished presentations from workshops and conferences. Discussion includes knowledge management and its relationship to a corporate digitization project. Questions focus on why, what and how to digitize. Major issues that should be considered in a digitization project are revealed, such as immature technologies, lack of standards, and intellectual freedom. Key conclusions are that there is no absolute "right" way to digitize, but that best practices are clearly discernible. Opportunities for further research are suggested. The best practices of effective digitizers (also listed in an appendix) are identified as follows: (1) It is best to be on the cutting edge, not the bleeding edge, of technology; (2) Knowledge management is not left out; (3) People are key, not the technology; (4) End users

NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Attendance; *College Bound Students; *Community Colleges; Enrollment; *Enrollment Rate; Enrollment Trends; *High School Graduates; Two Year Colleges
IDENTIFIERS- *Los Rios Community College District CA

This report profiles the enrollment patterns of recent high school graduates of the Greater Sacramento Metropolitan Area who attend Los Rios colleges (California). This summary and the full data report provide the District and its colleges with research information on rates of participation by students who graduated from Los Rios Community College District's Sacramento area feeder high schools. This executive summary primarily reviews the top feeder high schools to the Los Rios District, its colleges and centers. The cohort for this study includes those students enrolled at Los Rios colleges from fall 1994 to fall 1998 who are 19 years of age or younger, received a high school diploma and last attended high school in the year specified. Graduates from the top ten feeder high schools made up 43.1% of the fall 1998 enrollment compared to 43.4% in fall 1997, decreasing by a slight 0.3%. The total number of high school graduates from Los Rios feeder high schools increased by 7.6%, from 13,507 graduates in 1997 to 14,538 graduates in 1998. However, the number of those graduates enrolling in Los Rios colleges increased by a smaller 2.0% from 3,739 in fall 1997 to 3,813 graduates enrolled in fall 1998. (JA)

ED 449 833 JC 010 144

Five-Year Interim Report.
PUB DATE- 00
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); *College Administration; *College Planning; Community Colleges; Institutional Evaluation; Program Evaluation; *School Effectiveness; Two Year Colleges
IDENTIFIERS- *Truckee Meadows Community College NV

Truckee Meadows Community College's (TMCC) (Nevada) Interim Report covers activities from October 1995 through August 2000. Part A addresses the institution's responses to the five general recommendations from the 1995 Northwest Accreditation site visit: (1) that the college incorporates missing components into one of its degree programs and several certificate programs, which at the time of the site visit were lacking a component of general or other related education; (2) that the college immediately construct a conceptual framework that links information to a planning process that would provide the institution a sense of direction; (3) that faculty define opportunities within their curricula that ensure students will acquire skills in applying information and technology; (4) that the college achieve consistency in faculty evaluation across the campus by adhering to the provisions of Standard VII; and (5) that priority be given to establishing an organizational structure and accompanying operating procedures that are clearly defined. Part B addresses questions related to other institutional changes. Part C cites significant changes related to commission policies and standards. In general, the college developed a new mission and strategic goals; new emphases were

Institute prepares the student to function effectively in the cohort and provides direction for completing the requirements of the program of study. (JA)

ED 449 853 JC 010 170

Environmental Scanning Report.
PUB DATE- 97
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; *Community Colleges; Educational Assessment; *Educational Environment; *Environmental Scanning; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Truckee Meadows Community College NV

This report describes Truckee Meadows Community College's (Nevada) environmental scanning process and results. The college decided that environmental scanning and forecasting techniques should be used to plan for both short-term and long-term external factors that impact programs, enrollment, and budgets. Strategic goals include: (1) keeping pace with changing technologies; (2) initiating strategic alliances with business and industry and expanding community partnerships; (3) increasing diversity; (4) enhancing outreach efforts; (5) providing lifelong learning to the community; and (6) assessing instructional effectiveness and student satisfaction. Trained scanners selected seven taxonomy areas most relevant to the college's service area: education; demographics; gaming; labor force and the economy; political; social & lifestyles; and technology. Teams were created to work on each area. One of the trends highlighted by the Education Team is that communication technology and distance learning will require community colleges to make changes in access to learning and content of teaching. The Technology Team reported that distant education on-demand from virtual schools will play a major role in Nevada's education. And the Gaming Team found that gaming interests will continue to be the most powerful economic force in the community, continuing to generate the largest number of jobs. These teams contribute greatly to the planning process and help provide the college with direction. (JA)

ED 449 854 JC 010 171

Alpern, Barbara E.
Factors That Influence Community College Transfer Students' Satisfaction with Their Baccalaureate Institutions.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Articulation (Education); *College Transfer Students; *Community Colleges; Higher Education; Participant Satisfaction; *Predictor Variables; Student Educational Objectives; *Student Experience

Research on persistence to degree suggests that students' satisfaction with their institution is a good predictor of successfully completing a baccalaureate degree. This study examines the direct and indirect personal and institutional factors that influence community college transfer students' satisfaction with their baccalaureate institutions and, ultimately, their persistence to degree. Significant predictors

ED 449 874   JC 990 531

Indiana Degree Completion in National Context. Working Paper.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *Comparative Analysis; *Degrees (Academic); Demography; *Educational Attainment; Higher Education; National Norms; Time to Degree; *Undergraduate Study
IDENTIFIERS- *Indiana Commission for Higher Education

The purpose of this working paper is to understand the extent to which competing methodologies for measuring degree completion affect the comparability of information presented, and to better position the Indiana State Commission for Higher Education to make comparisons with national data. This working paper compares seven national studies of degree completion, as measured by student cohort, second-year persistence, transfer rates, and measurement period, including an attempt to adjust the most recent Commission figures for "best comparability" with each. Of the six national studies with published degree completion rates, Indiana appears to outperform five of them, comparing Indiana to the nation as a whole. Nine suggestions are offered for modifying the way in which the Commission measures and/or reports degree completion and persistence in the next analysis cycle. The intent of these suggestions is to allow the next Commission's report on degree completion and persistence to be compared with national data. Following this discussion, Commission staff will prepare the next analysis with two primary objectives: (1) produce degree completion and persistence rate information which can be compared nationally and with as few explanatory caveats and possible, and (2) produce a reporting mechanism which can be reasonably replicated for trend analyses on Indiana public postsecondary education. Contains 19 references. (JJL)

ED 449 875   JC 990 532

Workforce Development System Outcome Report, Program Year 1995-1996.
PUB DATE- 98
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Community Colleges; Continuing Education; *Employment; *Evaluation Methods; *Labor Force Development; *Outcomes of Education; Supported Employment; Tables (Data); Two Year Colleges; Vocational Education; *Wages
IDENTIFIERS- *North Carolina

This report was prepared by representatives of the North Carolina Interagency Performance Management Team and the staff of the Governor's Commission on Workforce Preparedness (GCWP). The purpose of the report is to have team members use mutually agreed upon measurements to study the employment and wage outcomes of North Carolina's workforce development system. Included in this report is performance information for the workforce system as a whole and for the individual agencies/programs that comprise the system. A separate chapter is devoted to each of the seven agencies and organizations: (1)

to what families have said they want and need. Following the preface offering a call to action, the publication's contents are: (1) "Creating the Context: Family-Centered, Community-Based, Culturally Sensitive Partnerships" (Kathleen Kirk Bishop and Polly Arango); (2) "The Gallivan-Hackett-Waters Story: Three Generations of Partnerships" (Pat Hackett-Waters, Glen Gallivan, and Lucille Hackett); (3) "Family Voices: A Grassroots Public/Private Partnership" (Polly Arango, Betsy Anderson, Julie Beckett, Josie Woll, Trish Thomas, Maggie Schwarz, and Bob Craig); (4) "Peanut Butter & Jelly: A Culturally Sensitive, Community-Based Family Center in New Mexico" (Sylvia Ruiz, Antionette Tellez-Humble, Maida Trujillo, Stella Primavera-Stanz, Troy Martinez, and Debbie Sanchez); (5) "PACER's Team Training on Transition: A Statewide Partnership with Youth in Minnesota" (Ceci Shapland and Corey Jackson); (6) "Project Unity: Family Empowerment and Community Renewal in Texas" (Jeannie Heller and Jaslin Evette Smith); (7) "Applying Lessons Learned: Family-Centered, Interprofessional Education and Practice" (Bonnie Strickland); and (8) "Responses and Recommendations ('Recommendations for Practice' by Mary Skidmore Taylor; 'Family Response' by Betsy Anderson; 'Social Work Response' by Paula Allen-Mears; 'Health Response' by Tom Tonniges and Dianne Haas; and 'Education Response' by Dean Corrigan)." The publication's appendix lists suggested readings and references; describes the National Commission on Leadership in Interprofessional Education; and lists principles of family/professional collaboration, key elements of family-centered care, fundamentals of cultural competence, and Board members of Project Unity. (EV)

ED 449 895 PS 029 188

Pre-K Initiatives in Five States. NCEDL Spotlights Series, No. 29.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.; Based on the technical report "Education for Four-Year-Olds: State Initiatives" by James J. Gallagher, Jenna R. Clayton, and Sarah E. Heinemeier; see PS 029 189.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; Change Strategies; Comparative Analysis; *Early Intervention; *Educational Change; Educational Policy; *Preschool Education; Program Descriptions; *State Programs
IDENTIFIERS- Georgia; Illinois; New York; South Carolina; Texas

The 29th in the National Center for Early Development & Learning's (NCEDL) "Spotlight" series, this report is based on a technical report available online, and summarizes findings of a study analyzing the change strategies used in the development of pre-kindergarten programs for 4-year-olds in the states of Georgia, Illinois, New York, South Carolina, and Texas. Key figures in political and educational circles were interviewed to determine the major facilitators to the policy shift, the barriers to be overcome, and strategies used to make the policy shift. The findings indicated major differences among the five states related to financial support, a gradual versus sudden program establishment, and the organizational support systems available. Commonalities among the five states included significant political leadership, early school failure as a key reason for program initiation, embedding the pre-K program into a larger package of educational reform, considerable effort to refrigeration, storing leftovers, and safely handling leftovers. This section also includes food safety for field trips. A handwashing poster and refrigerator storage chart are included. The booklet concludes with a list of local and federal resources and related organizations. (HTH)

ED 449 913 PS 029 210

Effective Language for Communicating Children's Issues.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Child Advocacy; Childhood Needs; *Children; Communication Research; Day Care; Early Childhood Education; Focus Groups; *Mass Media Effects; Media Research; Political Issues; Public Opinion; Social Attitudes; Violence

Maintaining that only by integrating communications into program planning and policy can Kids Count grantees and other child advocates achieve their goals, this document presents four studies examining the ways in which the media currently frame children's issues, the consequences of those frames, and possibilities for reframing media depictions to support particular policies. Chapter 1, "Public Opinion and the Challenge of Children's Issues" (Susan Bales), identifies the policy issues upon which the research was based, identifies communications challenges in translating children's issues for broad public support, describes the research, and presents suggestions for reframing children's issues. Chapter 2, "Children as a Political Issue--A Review of Current Public Opinion" (Margaret Bostrom), provides an overview of the current standing of children as a political issue, with additional emphasis on education, crime/juvenile justice, poverty, health care, and child care. Chapter 3, "How People Talk about Children's Issues: A Focus Group Report" (Margaret Bostrom), presents key lessons from seven focus groups regarding crafting communications related to children, adolescents, health care, poverty, welfare, crime, rebuilding communities, and taking action. Chapter 4, "The Influence of Local Television News Frames on Attitudes about Childcare" (Franklin D. Gilliam), explores the significance of framing as a news tool to influence viewers, and shows how various news frames influence child care attitudes. Chapter 5, "Language for Reducing Violence" (Axel Aubrun and Joseph E. Grady), recommends a variety of framings and metaphors for communicating messages about violence in American communities. Some chapters contain references. (KB)

ED 449 914 PS 029 213

A Year after Columbine: Public Looks to Parents More than Schools To Prevent Violence.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Safety; Elementary Secondary Education; *Gun Control; Legislation; National Surveys; *Parent Responsibility; *Parents; *Public Opinion; *School Safety; Schools; Telephone Surveys; *Violence

provided to non-Indigenous children; enable completion of secondary education; provide services to Indigenous students with disabilities, especially hearing impairments; provide teachers that are qualified and trained in cross-cultural pedagogy; include Indigenous representation in decision making; provide culturally inclusive education in juvenile justice programs; enable Indigenous children to achieve literacy and numeracy; and ensure attendance by Indigenous students. (TD)

ED 449 931 RC 022 747

A Model of More Culturally Inclusive and Educationally Effective Schools.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Change Strategies; *Educational Change; *Educational Environment; *Educational Practices; Elementary Secondary Education; *Equal Education; Foreign Countries; *Indigenous Populations; Models; National Standards; Professional Development; School Community Relationship; Teaching Methods
IDENTIFIERS- *Aboriginal Australians; *Australia

Conscious that the achievement of educational equality for Australia's Indigenous peoples is a national priority, Australia's ministers of education, at a March 2000 meeting, committed themselves to a model of more culturally inclusive and educationally effective schools. The model is based on findings from recent work to improve educational outcomes and integrates the successful outcomes of Indigenous programs into mainstream schooling practice. Three focus areas--community, school, and classroom--each have a number of elements to address. School communities need to understand the importance of adopting new approaches to Indigenous education; develop cross-portfolio mechanisms to address the relationship between low educational outcomes and poverty, poor health, deficient housing, and limited access to government services; and actively involve Indigenous parents in decision making. In schools, the integration of the new model will rely heavily on school leadership; an environment that is flexible, stimulating, and supportive; professional development that assists educators in integrating the new model; and implementation that is congruent with the prevailing curriculum and standards framework. Continuous monitoring and recording of Indigenous student progress will determine the success and future direction of the model. At the classroom level, the success of the new model will depend on teachers who understand Indigenous students, recognize differences in learning styles, have high expectations, and are receptive to innovation. A range of intervention strategies, such as one-on-one and small-group teaching, mentors, and parent/community support, must be considered for Indigenous students most at risk. (TD)

ED 449 932 RC 022 748

Report of MCEETYA Taskforce on Indigenous Education.
PUB DATE- 00
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

beginning of the program year, UCAN's Navajo Nation Coalition was funded as a separate RSI, and its data are excluded from this report. Part 1 of the annual report presents data on science and mathematics achievement for New Mexico and Arizona students in UCAN-targeted schools, UCAN-eligible but nontargeted schools, and other schools. Part 2 provides data on teacher professional development and number of students impacted. Part 3 describes activities related to UCAN's six overarching goals: leadership training for systemic reform; school data use as an educational planning tool; school-community networks; modeling and mentoring among UCAN schools; multistate, multijurisdictional cooperation; and community outreach focused on standards-based education. Part 4 highlights activities and outcomes for specific schools and coalitions. The 5th-year strategic plan focuses on further strengthening reform structures of school and community networks and discusses each of UCAN's six main goals in terms of the UCAN legacy and sample coalition plans. (SV)

ED 449 949 RC 022 812

LLamas, Vicente J.
UCAN: A Four-State Rural Systemic Initiative. Year Two Performance Effectiveness Review (PER).
SPONS. AGENCY- National Science Foundation, Arlington, VA. Division of Educational System Reform.
PUB DATE- 97
NOTE- 26p.; For the Year 3 Performance Effectiveness Review, see RC 022 813.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indian Education; *Educational Change; Elementary Secondary Education; *Mathematics Education; Mexican American Education; Professional Development; *Program Effectiveness; Program Evaluation; *Rural Education; *Science Education
IDENTIFIERS- Arizona; Capacity Building; Colorado; New Mexico; *Performance Indicators; *Systemic Educational Reform; Utah

The Utah, Colorado, Arizona, New Mexico-Rural Systemic Initiative (UCAN-RSI) supports systemic reform of mathematics, technology, and science education for rural students in its states, focusing on schools with high enrollments of American Indian and Hispanic students. This performance effectiveness review covers UCAN's progress during its second year (September 1996-August 1997) and up to 3 months into year 3. During year 2, UCAN accelerated its implementation of standards-based science and math curricula in the classroom, building capacity and intensifying its involvement with focus communities through a comprehensive professional development effort. UCAN worked with 102 focal schools during year 2 with at least 25 percent of math and science teachers at each school receiving at least 60 hours of professional development. These schools have a total enrollment of 29,024 students with 46 percent being American Indian and 34 percent being Hispanic. UCAN's efforts to track mathematics and science achievement data in its schools are briefly described. UCAN's six coalitions are described, each with a representative school or district and its performance indicators in 10 areas. The coalitions and their schools/districts are Southern Colorado Coalition (North Conejos School District); Ute Four Corners Coalition (Ignacio School District, Colorado); New Mexico County Coalition (Taos School District); New Mexico Tribal Coalition (Santa Clara Day School); Arizona Tribal Coalition (Salt River Pima-Maricopa

IDENTIFIERS- Mexico (Chihuahua State); Mexico (Nuevo Leon); Mexico (Tamaulipas State); *Mexico United States Border; New Mexico (South); Texas (South)

This guide provides educators and residents of the border with useful information about environmental education program offerings along the eastern half of the United States-Mexico border. The programs listed in the guide represent a broad range of educational efforts focused on understanding the environment and solving environmental problems in the border communities. The guide contains information about environmental education programs offered by organizations in Southern New Mexico, Southern Texas and the Northern reaches of Chihuahua, Coahuila, Nuevo Leon, and Tamaulipas. (Mexico) (SAH)

ED 449 968 SE 064 308

Wilson, Ruth A.
Fostering a Sense of Wonder during the Early Childhood Years.
PUB DATE- 93
NOTE- 197p.; Supported by the Ohio Environmental Education Fund through a grant to Bowling Green State University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Early Childhood Education; Earth Science; *Environmental Education; *Program Development; *Program Evaluation; *Program Improvement; Science Curriculum

This book is based on the understanding that fostering a sense of wonder and appreciation for the natural world is important to the development of young children and the preservation of planet Earth. It is also based on the belief that experiences children have early in life impact the attitudes and behaviors they carry with them throughout their lifetime. This book is divided into four major sections. The first section outlines some ideas on what an early childhood environmental education program encompasses, addressing both what a quality environmental education program for preschoolers is and what it is not. The second part of the book is devoted to infusing environmental education into all aspects of the early childhood curriculum. Part three addresses special considerations in developing and implementing an early childhood environmental education program. The last section addresses program evaluation and offers a self-rating scale that can be used as a tool for evaluating and enriching one's own early childhood environmental program. An appendix offers several annotated bibliographies of related resources, one of which outlines resource materials for teachers, whereas a second bibliography presents books for children. (Contains 27 references.) (ASK)

ED 449 969 SE 064 339

Learn about Physical Science: Simple Machines. CD-ROM .
PUB DATE- 00
NOTE- 0p.; Includes teacher's guide. For other CD-ROMs in series, see SE 064 340-341.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

ED 449 991 SE 064 560

Gage, Michele
A Look at a Seminar in Individualized Instruction: Extending Tutoring To Develop a Meaningful Field Experience Prior to Student Learning.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the Association for Mathematics Teacher Education (Charlotte, NC, February 10-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Field Experience Programs; *Mathematics Instruction; Mathematics Teachers; *Preservice Teacher Education; *Tutoring

What are some of the things we can do to create meaningful field experiences prior to student teaching? An attempt to cater to career-changers with day jobs led to the creation of a small tutor seminar group. The students tutored secondary mathematics students, met monthly as a group, and communicated with the instructor weekly through e-mail. Individualized assessment, lesson planning, instructional strategies and reflective journals helped students to explore how individualized instruction can inform classroom teaching. In this session, the course objectives and methods will be briefly discussed, and sample work and reflections of the tutor participants will be examined. This will lead the session's participants into a discussion of what creates a meaningful field experience, and what we can do to provide more of them for a wide range of student needs. (Author)

ED 449 992 SE 064 564

Shapley, Deborah
The National Science Board: A History in Highlights, 1950-2000.
PUB DATE- 00
NOTE- 93p.; Produced by the NSB 50th Anniversary Task Force, Low Associates, and the NSB office staff.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Adult Education; Elementary Secondary Education; Higher Education; Science Education History; *Science History; Sciences; Scientists; Standards
IDENTIFIERS- *National Science Board; *National Science Foundation

This document highlights key moments in the history of science chosen for their national impact and for the insight they provide on the values and principles that guide the inner workings of the National Science Board (NSB) in its governance of the National Science Foundation (NSF) and its role in national policy. This brochure takes a walk through the history of the board from the 1950s through the 1990s. Highlights include peace and the cold war, setting terms for academic science, strengthening White House science policy, the Mansfield amendment, K-12 and undergraduate education, and the frontier of information technology. Former members of the board and executive secretaries and officers are also listed. (SAH)

ED 449 993 SE 064 566

Accelerated Math R : Pilot Schools Report. A School Renaissance designed to test the association described above. The goal was to visit a range of rural villages or communities reflecting very different socioeconomic and schooling conditions to explore the possible links between schooling and family-building strategies at the community level. The study outlined in the report was undertaken in 1997 in 12 rural villages in the Punjab and North Western Frontier Province (NWFP); within each community 60 households were selected systematically in each of the two provinces. Both qualitative and quantitative research methods were applied to the data. The study captured variations in schooling availability and quality across the sites sampled. Girls, in particular, suffer in terms of school quality since public girls' schools offer fewer amenities. The data indicate changes in parents' attitudes toward education are related to their reproductive behavior. Contains extensive figures and tables and 18 references. (BT)

ED 450 014 SO 032 177

Graf, Mike
The World's Best Places: Classroom Explorations in Geography & Environmental Science.
PUB DATE- 00
NOTE- 114p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Environmental Education; Foreign Countries; *Geography; Geography Instruction; Intermediate Grades; Middle Schools; *National Parks; *Physical Environment; Physical Geography; Social Studies
IDENTIFIERS- *Topic Units

This book offers an alternative to traditional upper elementary and middle school lesson plans, using 32 of the world's national parks as a springboard for activities. The activities in the book are divided into chapters that deal with particular topics of study: wildlife, plant life, geography, and geology. Includes step-by-step instructions that illustrate how the activities can be implemented to teach a range of other topics, including glaciers, endangered species, indigenous cultures, forest preservation and destruction, ecosystems, and biological diversity. Contains four appendices, which include descriptions of all 32 parks and a list of related organizations. (BT)

ED 450 015 SO 032 194

World Development Report, 2000/2001. Attacking Poverty.
PUB DATE- 01
NOTE- 335p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Civil Liberties; Developing Nations; Foreign Countries; *Global Approach; International Programs; *Poverty; *Social Problems; *World Problems
IDENTIFIERS- Deprivation Index; Development Education; *Global Issues

This report seeks to expand the understanding of poverty and its causes and sets out actions to create to create a world free of poverty in all its dimensions. The report both builds on past thinking and strategy and substantially broadens and deepens what is judged to be necessary to meet the challenge of reducing poverty. It argues that major reductions in human

Muller, Martina, Ed.
Communities and Regions in Germany: Social Studies, Grades 3-4. Update 2000.
PUB DATE- 99
NOTE- 83p.; Edited with the help of Michael Nentwich. For 1995 edition, see ED 412 152. Accompanying audiotape, transparencies, and slides not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Elementary Education; Foreign Countries; *Geography; Geography Instruction; Grade 3; Grade 4; *Map Skills; *Social Studies
IDENTIFIERS- *Germany

This primary/elementary instructional package is targeted at grades 3-4. The lessons are presented as a travelogue and include (1) "Germany in Numbers: Size, Population and Landscape" and (2) "The German Landscape," both of which practice basic geography skills in a comparative Germany/United States context, and (3) "Traveling through Germany," which tours 6 states and 13 cities, displaying the variety of regional landscapes and important historical and cultural sites. Each lesson begins with a teaching outline which includes instructional objectives, materials, and procedures. Includes an audiotape, 15 transparencies, and 58 color slides. (BT)

ED 450 038 SO 032 531

People v. Rose: Issues of Poisoning, Assault with a Deadly Weapon and Search and Seizure. Official Materials for the California Mock Trial Program.
PUB DATE- 99
NOTE- 82p.; "Featuring a pretrial argument on the Fourth and Fourteenth Amendments of the U.S. Constitution." Co-sponsored by California Department of Education, State Bar of California, California Young Lawyers Association, and Daily Journal Corporation. Developed by Marshall Croddy, William C. Hayes, Andy Schwich, Eden Kusmiersky, and Amy McDougal.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Controversial Issues (Course Content); Educational Benefits; High Schools; Higher Education; *Law Related Education; Simulation; *Social Problems; Social Studies
IDENTIFIERS- *Mock Trials

Each year the Constitutional Rights Foundation (CRF) seeks to create a mock trial that addresses serious matters facing young people today. In recent times, the actions and behaviors of student groups on high school and college campuses have become major stories in the national media. Incidents of hazing and peer pressure have raised questions about harassment, depression, self esteem, date rape, responsibility, and drug and alcohol abuse. By affording students an opportunity to wrestle with societal problems within a structured form, CRF strives to provide a powerful and timely educational experience. The goal is for students to conduct cooperative, vigorous, and comprehensive analysis of these program materials, with the guidance of teachers and coaches. The

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Attendance; *Child Labor; Comparative Education; Developing Nations; Educational Research; Elementary Secondary Education; *Enrollment; Foreign Countries; Higher Education; Social Science Research; *Student Motivation; Student Surveys; Test Results
IDENTIFIERS- *Ghana

This paper reports on a study that analyzed the links between child labor and poor school performance. Using data gathered in Ghana in recent years through the administration of tests, the study measured reading achievement and mathematics achievement to about half of the individuals surveyed as part of the Ghana Living Standards Survey. The paper moves away from conventional studies on child labor and education, which tend to focus on low school enrollment and attendance. It goes further, to examine the day-to-day impact of child labor on those in school, finding that, as well as leaving children too tired to learn, child labor robs them of their interest in learning. The paper concludes that children who are already contributing economically to their family income may be less interested in academic achievement, resulting in lack of motivation that affects both their learning and their future prospects. Contains 19 notes, 5 figures, 13 tables, and 17 references. (Author/BT)

ED 450 060 SO 032 579

Mehrotra, Santosh
Integrating Economic and Social Policy: Good Practices from High-Achieving Countries. Innocenti Working Papers No. 80.
PUB DATE- 00
NOTE- 47p.; Earlier versions presented at the Council for Research on Poverty Conference (Amman, Jordan, November 10, 1999) and the PrepCom of the World Summit for Social Development (New York, NY, April 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; Economic Factors; Foreign Countries; *High Achievement; Literature Reviews; *Public Policy; Social Influences; Social Science Research
IDENTIFIERS- Economic Indicators; *Social Policy; UNICEF

This paper examines the successes of 10 "high achievers," countries with social indicators far higher than might be expected, given their national wealth, pulling together the lessons learned for social policy in the developing world. The 10 countries identified are Costa Rica, Cuba, Barbados, Botswana, Zimbabwe, Mauritius, Kerala, Sri Lanka, Republic of Korea (South Korea), and Malaysia. The paper notes that their cultures, languages, and histories are varied, and that they have little in common, except in one crucial respect: they have all managed to exceed the pace and scope of social development in the majority of other developing countries. Their children go to school, and their child mortality rates have plummeted. The paper shows how, in the space of 50 years, these countries have made advances in health and education that took nearly 200 years in the industrialized world. Many of their social indicators are now comparable to those found in industrialized countries. The paper reviews UNICEF-supported studies which examined data on the evolution of social policy, social indicators, and public expenditure patterns in these countries over the 30-40 years of the post-colonial epoch. These studies

NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Classroom Techniques; *Discipline; Elementary Secondary Education; Ethnicity; *Intervention; Sex Differences; Student Behavior; Student Teacher Attitudes; *Teacher Attitudes; *Teacher Characteristics; Teaching Experience

This study examined characteristics associated with teachers' views on discipline, comparing discipline styles based upon gender, ethnicity, age, years of experience, inservice versus preservice status, school level, and number of offspring. Participants were 201 predominantly white and predominantly female students at a large university who were either preservice or inservice teachers. The participants completed the Beliefs on Discipline Inventory, which assessed their beliefs on classroom discipline by indicating the degree to which they were interventionists, noninterventionists, or interactionalists. Overall, the highest proportion of respondents had an interactionalist orientation, followed closely by an interventionist orientation. Older respondents were more interventionist and less noninterventionist than were younger respondents. Those who had the most teaching experience were more interventionist and less noninterventionist than those with less experience. Inservice teachers were more interventionist and less noninterventionist than were preservice teachers. Secondary school teachers were more interventionist and less interactionalist than were elementary school teachers. There were no differences in intervention, nonintervention, and interactionalism with respect to gender, ethnicity, and number of offspring. (Contains 47 references.) (SM)

ED 450 081 SP 039 755

Scott, Neil H.
Building a Strong Foundation for Teaching: The Fifth Annual Report of the Beginning Teacher Induction Program in New Brunswick.
SPONS. AGENCY- New Brunswick Dept. of Education, Fredericton (Canada).
PUB DATE- 00
NOTE- 39p.; Produced with assistance from Susan Doherty. Funding also provided by the New Brunswick Teachers' Association.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Faculty Development; Foreign Countries; Mentors; Principals; *Program Effectiveness; Program Evaluation; Teacher Attitudes; Teachers
IDENTIFIERS- New Brunswick

This report describes the reactions of beginning teachers, mentors, principals, and district coordinators in 12 New Brunswick, Canada, school districts to a teacher induction program that paired beginning teachers with experienced mentor teachers over one school year. Questionnaires were sent to each of the four groups. All four groups strongly endorsed the

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Administrators; Elementary Secondary Education; *National Standards; Public Schools; *Teacher Certification; Teacher Competencies; Teacher Recruitment; Teaching Skills
IDENTIFIERS- National Board for Professional Teaching Standards

This study examined whether National Board for Professional Teaching Standards (NBPTS) certification would impact school districts' educational processes, identifying areas in which NBPTS certification impacted such factors as: classroom teaching practices; professional development; employment procedures and opportunities; teachers' career paths; NBPTS-certified teacher involvement in districts; learning strategies; course of study alignment; community and parental involvement; and student performance. Surveys of administrators in rural, suburban, and urban Ohio districts indicated that NBPTS certification impacted public school districts' educational processes. Respondents believed that NBPTS-certified teachers focused on best practice, renewed commitment to teaching, put research into practice, and emphasized teaching pedagogy. Only 1 of 13 districts considered NBPTS certification in teacher recruitment practices. Most NBPTS-certified teachers remained in traditional roles as classroom instructors, though administrators realized they had a stronger professional voice in other roles within the district. Most administrators saw positive impacts on student learning and felt teachers were integrating NBPTS standards into practice. Nearly all districts reported an active leadership role for these teachers. No districts indicated changes in the salary schedule for the next school year related to this certification. They viewed the certification as a credential to enhance employability. (Contains 24 references.) (SM)

ED 450 101 SP 039 775

Williams, Bonnie
Adult Learning Theory: The Mentoring Connection.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Learning; *Beginning Teacher Induction; *Beginning Teachers; Cognitive Development; Constructivism (Learning); Elementary Secondary Education; *Faculty Development; Females; Learning Theories; *Mentors
IDENTIFIERS- Vygotsky (Lev S); Zone of Proximal Development

The mission of an effective mentoring program for beginning teachers is critical to their successful professional development. In order to successfully prepare veteran teachers for the role of mentor to beginning teachers, a combination of cognitive coaching and Pathwise Performance Assessment (PPA) is suggested. Included in such a staff development program should be an adult cognitive-development/learning-theory component. Such an approach allows the mentor to help the mentee make the transition from inductee to veteran. This type of program challenges the traditional approach to staff development and supports the paradigm shift to a learner-centered view of teaching. This paper discusses one faculty member's participation in a two-credit graduate course, Mentoring Induction-Year Teachers, designed to meet one school district's staff development needs. The program's focus was on the PPA and attending school did not decrease over time. There were no gender differences in the total score for any of the three age groups, nor were their gender differences among those who attended private versus public schools. There were concurrent correlations between the negative attitude toward school and the presence of internalizing problems (low self-esteem, trait anxiety, and depression) and externalizing problems (antisocial behavior and substance use). Only a small percentage of students were interested in being remembered by their classmates as excellent students. (SM)

ED 450 122 SP 039 799

Parker, D. Randall
Using Technology To Certify Secondary Teachers: The Alternative Certification Project.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alternative Teacher Certification; College School Cooperation; *Computer Uses in Education; *Distance Education; Educational Technology; Electronic Mail; Higher Education; Mentors; Nontraditional Education; Partnerships in Education; Secondary Education; Secondary School Teachers; Teacher Attitudes; Teaching Skills

This study examined the effectiveness of an alternative certification program for secondary teachers that emphasized the need for certified teachers in rural districts. The program utilized distance learning and integrated technology. Thirty uncertified secondary teachers who taught the previous year in Louisiana public schools completed 27 hours of modular coursework and were employed to teach in their content area for the next year. Districts provided onsite mentors, release time, and continued collaboration with participants. The university provided instruction through campus courses, compressed video sites, e-mail, online mentors, and other technologies. Courses were delivered as integrated professional development modules addressing the knowledge and skills needed to meet the state's Intern Evaluation Program. Participants also received PRAXIS preparation workshops, weekly mentoring sessions, and help developing professional portfolios. Participants were surveyed regarding their perceptions, use of, and satisfaction with the technology. Most believed that instructors frequently engaged students at the local site, though fewer considered this true at distance sites. Most reported frequent use of e-mail to correspond with instructors and mentors. Participants preferred the compressed video format to on-campus courses. All participants utilized the PRAXIS workshops. Participants showed confusion over the completion of professional portfolios and occasional unavailability of onsite mentors. Contains the evaluation survey. (SM)

ED 450 123 SP 039 802

Podgursky, Michael; Watson, Donald; Ehlert, Mark; Walker, Michael; Foster, William
A Report on the Recruitment and Retention of Missouri's Public School Teachers.

October 1999 school enrollment, private school enrollment, and the numbers of students eligible for free or reduced-price meals. These programs were funded by Title VI in the AISD in 1999-2000: (1) a coordinator of volunteers to coordinate and support volunteer efforts in the schools; (2) library resources, including materials; (3) a mathematics specialist focusing on professional development for teachers; (4) private school aid, especially library resources; (5) visiting teachers for all three school levels; and (6) Reading Recovery program expenses, including a teacher leader. The amounts of Title VI funds used for each of these areas are outlined. (SLD)

ED 450 143 TM 032 333

Curry, Janice; Washington, Wanda; Zyskowski, Gloria
Title I Evaluation Report, 1999-2000.
PUB DATE- 00
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; *Compensatory Education; *Disadvantaged Youth; Elementary Secondary Education; Federal Aid; Grants; Migrant Youth; Parent Participation; Preschool Education; Program Descriptions; *Remedial Instruction; *Summer Programs; Urban Schools
IDENTIFIERS- *Austin Independent School District TX; *Elementary Secondary Education Act Title I

Title I is a compensatory education program supported by funds from the U.S. Department of Education. The purpose of Title I is to enable schools to provide opportunities for children to acquire the knowledge and skills described in the state content standards and to meet the state performance standards for all students. In 1999-2000, Title I provided funding to 50 schools in the Austin Independent School District (44 elementary school campuses, 5 middle schools, and 1 high school) with 60% or more students from low-income families. The 1999-2000 budget allocation for AISD under Title I, Part A funding was $13,049,773, which included some roll-forward funds from the previous year. A total of 32,497 students were served through various Title I programs. These AISD programs were funded through Title I: (1) schoolwide programs for schools where 50% of students were low-income; (2) prekindergarten; (3) the Summer Opportunity To Accelerate Reading (S.O.A.R.) program to improve literacy and reading for at-risk students; (4) year-round schools; (5) Title I summer programs for enrichment and remediation; (6) parent and community involvement; and (7) Title I migrant programs for at-risk migrant students. Activities are outlined and funding is described for each of these programs. Appendixes contain charts of participating schools, community involvement, and in-cash and other contributions for Title I schools. (Contains 9 tables and 13 references.) (SLD)

ED 450 144 TM 032 334

Bourque, Mary Lyn, Ed.; Byrd, Sheila, Ed.
Student Performance Standards on the National Assessment of Educational Progress: Affirmation and Improvements. A Study Initiated To Examine a Decade of Achievement Level Setting on NAEP.
PUB DATE- 00
NOTE- 246p.

affect the lives of their participants. The first half of the report describes early implementation experiences, looking at the model types, the cities involved in the initiative, and the conditions of the schools selected to implement the program. The next chapters: lay out the types of activities and services that have been put in place; describe the students recruited and enrolled in the programs; consider challenges faced by most programs and how the coordinators have reacted to the challenges; and examine how the programs became operational (types of collaborative structure each city used in planning and early implementation, how cities planned and financed their programs, and management and governance). (Contains 13 references.) (SM)

ED 450 166 UD 033 985

Vermeulen, Hans, Ed.; Perlmann, Joel, Ed.
Immigrants, Schooling, and Social Mobility: Does Culture Make a Difference?
PUB DATE- 00
NOTE- 257p.; Most papers originated at the conference "Does Culture Make a Difference?" (Amsterdam, The Netherlands, November 1996). Produced by University of Amsterdam, Institute for Migration and Ethnic Studies. Published in the United States by St. Martin's Press, LLC, Scholarly and Reference Division.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; Blacks; *Cultural Differences; *Cultural Influences; Diversity (Student); Elementary Secondary Education; Entrepreneurship; Foreign Countries; Immigrants; Immigration; Jews; *Minority Groups; *Social Mobility
IDENTIFIERS- Brazil; Greeks; Iberian Peninsula; Italians; Moroccans; Netherlands; Surinam; Turks

This book contains a collection of essays by Dutch and American scholars on the complex relationship between structural and cultural forces shaping the life chances of ethnic minorities. The papers are: (1) "Introduction: The Role of Culture in Explanations of Social Mobility" (Hans Vermeulen); (2) "Introduction: The Persistence of Culture versus Structure in Recent Work: The Case of Modes of Incorporation" (Joel Perlmann); (3) "What Colour 'Success'? Distorting Value in Studies of Ethnic Entrepreneurship" (Pnina Werbner); (4) "The Cultural Fallacy in Studies of Racial and Ethnic Mobility" (Stephen Steinberg); (5) "Situational and Structural Rationales for the School Performance of Immigrant Youth: Three Cases" (Margaret A. Gibson); (6) "What the Jews Brought: East-European Jewish Immigration to the United States, c. 1900" (Joel Perlmann); (7) "Peasantry and Trading Diaspora: Differential Social Mobility of Italians and Greeks in the United States" (Hans Vermeulen and Tijno Venema); (8) "The Internationalization of Black Culture: A Comparison of Lower-Class Youth in Brazil and the Netherlands" (Livio Sansone); (9) "Creoles and Hindustanis: Patterns of Social Mobility in Two Surinamese Immigrant Groups in the Netherlands" (Mies van Niekerk); (10) "Does Culture Explain? Understanding Differences in School Attainment between Iberian and Turkish Youth in the Netherlands" (Flip Lindo); and (11) "Breaking the Circle of Disadvantage: Social Mobility of Second-Generation Moroccans and Turks in the Netherlands" (Maurice Crul). (Papers contain references.) (SM)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Asbestos; Environmental Research; *Federal Regulation; Government Role; Public Policy; *Scientific Research
IDENTIFIERS- Endocrine Changes; Environmental Protection Agency; Food and Drug Administration; National Cancer Institute; National Institutes of Health; *Public Awareness

This study examines the importance of public review of federally funded scientific research by looking at several case studies. It shows that independent, nongovernmental review of federal scientific research has had a major positive effect on knowledge in many areas. The study focuses on: the Environmental Protection Agency and airborne asbestos; the panic over endocrine disrupters; the National Cancer Institute and the herbicide 2,4-D; the National Institutes of Health and the Dalkon Shield birth control device; and the Federal Drug Administration and the diet drug fen-phen. In many of those cases, third party review served to correct or prevent costly regulatory mistakes. In some cases, however, independent review of federally funded science occurred too late to prevent significant economic and consumer harm. The report considers the political, regulatory, and theoretical issues surrounding the Shelby Amendment, which requires federal agencies to ensure that all data produced under a grant be made available to the public through procedures established under the Freedom of Information Act. It concludes that the amendment, if fully complied with by federal agencies, will improve the quality of federal scientific research, and accordingly, the quality of federal regulation. (SM)

ED 450 185 UD 034 006

Richie, Beth E.; Tsenin, Kay; Widom, Cathy Spatz
Research on Women and Girls in the Justice System: Plenary Papers of the Conference on Criminal Justice Research and Evaluation--Enhancing Policy and Practice through Research, Volume 3 (1999). Research Forum.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Antisocial Behavior; Child Abuse; Child Neglect; *Crime; Family Violence; *Females; Gender Issues; Interpersonal Competence; Public Policy; Rehabilitation Programs; Runaways; *Sexual Abuse; *Victims of Crime; *Violence
IDENTIFIERS- *Criminal Justice System; Prostitution; *Victimization

This publication presents three papers from a 1999 conference on criminal justice research and evaluation. The papers reveal real-life implications of research for a situation of growing urgency. Research has uncovered a link between the victimization of women and their criminal behavior. The papers propose that justice system practice can be enhanced if policymakers and the practitioners who operationalize their decisions redefine justice to take this special condition into account. The first paper, "Exploring the Link between Violence against Women and Women's Involvement in Illegal Activity" (Beth E. Ritchie), discusses the extent of the problem (domestic violence, sexual assault, and patterns of violence); women involved in illegal activity; women in the criminal justice system; and public policy and programmatic implemented by K-12 accelerated schools. It is the first to infuse the Accelerated Schools Project model into the transformation of teacher preparation to meet current school demands. This article presents a history of the LAASC and Charter School of Education and their partnerships with LAAMP and DELTA. It describes the DELTA university coach as an expansion of the traditional accelerated schools coaching model, presenting research on the effectiveness of the university coaching component in order to strengthen and refine the coaching model currently being implemented by university faculty working with transforming schools. Lessons learned throughout this process are noted, examining how they are impacting educator preparation at the Charter School of Education. (Contains 25 references.) (SM)

ED 450 206 UD 034 028

McGroarty, Daniel
Trinnietta Gets a Chance: Six Families and Their School Choice Experience.
PUB DATE- 01
NOTE- 165p.; Foreword by Brother Bob Smith.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Educational Quality; *Educational Vouchers; Elementary Secondary Education; High Risk Students; Parents; Poverty; Private Schools; Public Schools; *School Choice; *Urban Schools

This book presents the stories of six low-income, ethnic minority parents who chose to use educational vouchers after coming to the conclusion that their children's public schools were not the right educational settings for them. The families live in Milwaukee, Wisconsin, Cleveland, Ohio, and San Antonio, Texas. The book conveys the sense of urgency felt by families who use vouchers. The six families live in cities where the public school graduation rates range from 32-56 percent. The book follows these parents' children through a variety of challenges and triumphs, watching them begin to experience academic success after years of failure. After focusing on the six families' stories, the book discusses: whether school choice works (parent satisfaction, test score gains, choosing by race, and choice as a catalyst for public school change); whether school choice is constitutional (conflicting precedents); and who chooses choice (family income, family status, mother's educational attainment, students' prior achievement scores). (SM)

ED 450 207 UD 034 029

Reed, Lorrie C.
Lessons Learned about Urban Education.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computer Uses in Education; *Culturally Relevant Education; *Educational Technology; Elementary Secondary Education; Minority Groups; *Parent Participation; Poverty; Public Education; Small Schools; Teaching Methods; *Urban Education

This paper examines research on urban education, looking at what works and what does not. It introduces a theme issue of the are considered; (5) Communication and training are a line item in the budget; (6) Effectiveness is measured, reported, and addressed; (7) Choices are made carefully and thoughtfully; and (8) Clues are left for future generations. Appendices also provide guides to scanner and Optical Character Recognition technologies, including their own select bibliographies, as well as sample project planning aids (process flow diagrams and project checklist). (Contains 58 references.) (AEF)

ED 449 814 IR 058 058

Slobodinskii, Mikhail
The Publication of History Books in Tudor England.
PUB DATE- 99
NOTE- 59p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Books; *Chronicles; Foreign Countries; *History; Literature; Publications; Publishing Industry
IDENTIFIERS- *England; Kent State University OH; *Tudor Period

The purpose of this study is to examine the number of history books published in England during the 16th century, and attempts to estimate who were the publishers, authors and printers, and intended and actual readers. The main data source for this study was the electronic version of the "English Short Title Catalogue," provided by the Research Libraries Group. All books dealing with history in that period were extracted, and a search was conducted separately on each year. A review of the entire collection of "history books" using content analysis lead to an estimation of what should be considered "chronicles." The study concludes that during the 16th century there was a slow and persistent growth of history literature. Historical events, not the success or downfall of the publishing industry, affected the history publications. "Chronicle" is defined as follows: "a continual practical narration of compiled miscellaneous random and unconnected facts from the most available number of sources in a chronological order in an attempt to picture martial, ecclesiastical, governing and private affairs in an uncritical manner." Appendices include tables and charts for the research and five English history books (and copies of their title pages) of the 16th century located in the Kent State Library. (Contains 34 references.) (AEF)

ED 449 815 IR 058 059

Kucalaba, Linda
The Effect of a Poster, Display, and Recommended Listening List on the Circulation of Audiobooks in the Public Library.
PUB DATE- 00
NOTE- 52p.; Master's Research Paper, Kent State University. Includes colored poster and annotated bibliography on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Audiotape Recordings; *Exhibits; *Library Circulation; Library Collections; Library Materials; Merchandising; Nonprint Media; *Public Libraries; *Talking Books; Users (Information)

Previous studies have found that the librarian's use of book displays and recommended lists are an effective means to increase circulation in the public library. Yet conflicting added to the college's degree programs; and the institution is offering new ways to meet student needs. There is also an expanded focus on assessment. (JA)

ED 449 834 JC 010 145

Sagher, Y.; Siadat, M. V.
Building Study and Work Skills in a College Mathematics Classroom.
PUB DATE- 97
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Behavior Patterns; *College Mathematics; Community Colleges; *Remedial Mathematics; *Student Improvement; *Study Habits; Two Year College Students; Two Year Colleges
IDENTIFIERS- *City Colleges of Chicago IL Richard J Daley Coll

During the academic years 1993-1995, instructors from the Department of Mathematics from the University of Illinois at Chicago and Richard J. Daley College (Illinois) conducted an experiment in remedial mathematics classes at a community college. The researchers wanted to investigate whether, while teaching mathematics in a rigorous manner, they could also use their instruction to enhance the students' academic and workplace skills. Remedial mathematics constitutes a large part of the curriculum in postsecondary institutions across the U.S. In a national study of college-level remediation in 1998, it was found that 21 percent of all entering college freshmen were enrolled in a remedial mathematics course. The project used mathematics classes to enhance the student' work and study habits and improve their concentration skills. This, in turn, produced good results in mathematics, and greatly improved the students' reading comprehension scores. Their general experience as educators had convinced them that unsuccessful students are held back by behavior patterns which inhibit learning. In their program, they addressed the behavior patterns of students in various ways. For example, to increase the students' attention spans, they administered time-pressured quizzes, which required work done with full concentration. (Contains 46 references.) (JA)

ED 449 835 JC 010 148

Pitney, Pat; Dupee, Betty; Reid, James; Meckel, Steven; Tissier, Isabelle; Gillispie, Juli; Armstrong, Linda; Crabb, Michael; Cook, Linda
UA in Review, 1999.
PUB DATE- 99
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Higher Education; *Institutional Characteristics; *Profiles; School Demography; *School Statistics; Student Characteristics; *Teacher Distribution
IDENTIFIERS- University of Alaska

This document provides statistics that describe the University of Alaska (UA) statewide system of higher education, which encompasses 4-year institutions and community and 2-year colleges. The student profile information includes: (1) headcount by campus, gender and ethnicity; (2) part-time/full-time student enrollment; (3) non-credit student headcount; (4)

in this study were transfer process, financial aid, and social integration. Results indicated that major issues affecting student satisfaction with the baccalaureate institution and persistence to degree include: (1) institutional influences at both the community college and baccalaureate institution; (2) student expectation of what is involved at both the community college and baccalaureate institution; (3) student expectations of what is involved in the transfer process; (4) student experiences in the execution of the transfer process; (5) student educational and career goals; and (6) factors affecting academic performance and time to degree. The author suggests that, as the acceptance of community college transfer students as equal partners in the higher education community increases, researchers and institutions should take the opportunity to assess student satisfaction and develop models of student persistence. Contains 83 references. (JA)

ED 449 855 JC 010 172

Harris, Virginia B.
Evaluation of the Conversion to a Semester Academic Calendar at Snead State Community College.
PUB DATE- 00
NOTE- 53p.; Practicum report presented to Nova Southeastern University for Doctor of Education.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Community Colleges; *Educational Change; *School Schedules; *Semester System; *Student Attitudes; Student Surveys; Two Year Colleges
IDENTIFIERS- *Snead State Community College AL

This practicum report evaluates student perception of the conversion to a semester academic calendar at Snead State Community College (Alabama). A survey instrument was used to record the responses of students at Snead about whether they viewed the conversion to a semester academic calendar to be a positive experience. Results of the study showed that 90.84% of students believed that transferring classes to four-year universities was simpler with all state system colleges and universities based on the semester academic calendar. Furthermore, students rated academic advisement and student services favorably in regard to the transition to the semester academic calendar. About 81% of the students said the materials provided by the college were helpful in understanding the transition to a semester academic calendar. Results also revealed that 69.64% of students believe they have a greater understanding of class material due to the semester academic calendar and the longer number of weeks spent in class. About 78% of students felt that the semester academic calendar would allow more time for family obligations. Appendices include survey instrument and survey responses. Contains 21 references. (JA)

ED 449 856 JC 010 173

Hoppers, Catherine Odora, Ed.
Community Colleges in South Africa: Towards an Inclusive and Vibrant Further Education and Training. Phase One Report.
PUB DATE- 00
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

the Department of Commerce, Division of Employment and Training; (2) North Carolina Department of Labor; (3) Department of Public Instruction, Workforce Development Education; (4) Department of Health and Human Services, Division of Social Services, Work First Employment Program; (5) Department of Health and Human Services, North Carolina Division of Vocational Rehabilitation; (6) Employment Security Commission of North Carolina, Employment Services Division; and (7) North Carolina Community College System, Curriculum and Certificate Programs. The outcome measures contained in the report for the system as a whole and its component programs for the program year 1995-96 are the number of clients served, the number of exiters, and wage ranges and number of quarters of earnings of exiters. (JJL)

ED 449 876 JC 990 533

O'Brien, Colleen M., Comp.
Narrowing Down the World of Work: A Career Decision Making Workbook.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Counseling; *Career Planning; Community Colleges; Decision Making; Decision Support Systems; *Disabilities; *Employment; Labor Force Development; *Student Development; Student Needs; Two Year Colleges
IDENTIFIERS- *Springfield Technical Community College MA

This step by step booklet aims to help individuals with the decision-making processes in choosing careers. First, in the "Dreaming" phase, readers are asked to list all possible careers they would ideally like to pursue. Next, a "Self-Assessment" should be done, in which the realities of life circumstances are also considered in weighing what is realistic and within actual range of possibilities. The first area to be assessed is values. Activities on ideal lifestyle values and an inventory of work values are provided. Finally, suggested processes for researching careers are included. A listing of possible resources, including the Office of Disability Services, the Counseling Center, and the Office of Cooperative Education, is provided. The manual also offers suggested informational interview questions for individuals who wish to pursue that method of researching career options. Other suggestions are offered, such as visiting the career library and reference library. Appendix A includes an extensive career library reference list of suggested literature, workbooks, software, and videos. (JJL)

ED 449 877 PS 027 443

Bennett, Steve
The Plugged-In Parent: What You Should Know about Kids and Computers.
PUB DATE- 98
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

convince child care providers and Head Start that the pre-K program would not harm their interests, the significant media role, the lack of a visible role for higher education, and the role of political forces and professional education and child care groups in developing program strategies. Advice to states wishing to begin or extend pre-K programs relates to linkages to larger educational reform, the importance of early childhood, political leadership and support, funding sources, transportation, infrastructure data systems, program quality assurance, collaboration with stakeholders, and other social movements adding support to the policy changes. (KB)

ED 449 896 PS 029 189

Gallagher, James J.; Clayton, Jenna R.; Heinemeier, Sarah E.
Education for Four-Year-Olds: State Initiatives. Technical Report #2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 64p.; For a short overview of this report, see PS 029 188.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Change Agents; Change Strategies; *Educational Change; *Educational Policy; *Preschool Education; Program Descriptions; Resistance to Change; *State Programs
IDENTIFIERS- Georgia; Illinois; New York; South Carolina; Texas

Noting that one of the major educational policy shifts in recent years has been the establishment of state-funded prekindergarten programs, this report details a study examining how five states (Georgia, Illinois, New York, South Carolina, and Texas) managed this educational policy shift, identified the major facilitators and major barriers, and identified strategies useful in achieving this result. Information was obtained through interviews conducted with and documents obtained from a total of 40 individuals representing early childhood, Head Start, child care, the political scene, and others relevant to each state's educational policy. Following an executive summary, the report is presented in four sections. Section 1 discusses change theory and resistance to reform. Section 2 outlines the methodology of the study. Section 3 presents a case study for each state. Section 4 discusses the findings, describing commonalities and differences among states, and delineating recommendations for other states considering prekindergarten education. The findings indicate that all the states had high percentages of change facilitators in the institutional, individual, and political categories. The barriers mentioned most frequently were in the institutional, resources, and economic categories. Common elements across all five states included the importance of political leadership, the goal of reducing early school failure, the importance of making the program part of larger educational reform, cooperation between professional and political leaders, and the increase of mothers in the workforce pressuring decision makers for action. Major state differences included program financing, gradual versus sudden implementation, program administration and the degree of support services provided. (Contains 32 references.) (KB)

ED 449 897 PS 029 190

Marsh, Pamela T.
Therapeutic Nursery Programs: A Survey of Alternative Preschools.

An April 2000 telephone survey queried a nationwide sample of 1,000 adults, including 283 parents of children ages 5 to 17 years, concerning school violence and other issues in the news. The vast majority of those surveyed said they believe it is the responsibility of parents to ensure that school shootings, such as occurred at Columbine High School, are not repeated. Approximately 70 percent of parents said that the Columbine violence has had some impact on their feelings about the safety of their children at school. Eighty-five percent of adults placed the responsibility for preventing future school violence incidents in the hands of parents. Attitudes on gun control remained unchanged from a year earlier, with 66 percent saying that controlling gun ownership was more important than protecting Americans' rights to own guns. Gender and political party differences remain. The majority indicated that more jobs and community programs for young people would reduce violent crime and that it is more important to enforce existing gun laws than to enact new statutes. Sixty percent said they believe that paying more attention to children with antisocial attitudes would be more effective than increasing school security, passing stricter gun control laws, or reducing violence in popular entertainment. Parents are split on what they think is the main reason youth commit violent acts, with about one-third each stating that parental upbringing or media violence is at fault. (A tabulation of survey responses for each question is attached.) (KB)

ED 449 915 PS 029 215

Rothstein, Vivian L.
Retention, Helpful or Harmful? A Look at How or If Grade Retention Affects Children in School.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Elementary School Students; *Grade Repetition; Grade 5; Intermediate Grades; Outcomes of Education; *Parent Attitudes; *Parents; *Student Adjustment; *Student Attitudes

Noting that the rate of grade retention has risen nearly 40 percent over the past 20 years, this case study examines whether being retained for 1 school year helps children academically by giving them more practice and time to succeed or harms their self-esteem and causes them to eventually drop out of school. Participating in the study were five students who were repeating the fifth grade, three boys and two girls, with varied SES and ethnic backgrounds. Data were collected through student interviews, parent surveys, examination of information in student records, and classroom observations. Parent surveys were also sent to parents of the nonretained students in the class. Profiles were derived for each student, including scores on standardized achievement tests. Findings indicated that parents of three of the five retained students thought that another year in fifth grade would help their child be ready for middle school. Almost all parents in both groups thought their children had high self-esteem and had friends in class. Some of the parents of retained students believed their children were not doing as well in school as they had been and did not have positive attitudes toward school in general. Students' responses to retention varied greatly, as did their feelings about school. Factors other than retention could have influenced students' attitudes. Students and parents generally

(141)
DESCRIPTORS- Accountability; Agency Cooperation; *Change Strategies; *Culturally Relevant Education; Educational Attainment; Educational Change; Educational Policy; Elementary Secondary Education; *Equal Education; Foreign Countries; *Indigenous Populations; Models; *National Standards
IDENTIFIERS- *Aboriginal Australians; Australia; *Performance Indicators

In April 1999, the (Australian) Ministerial Council on Education, Employment, Training and Youth Affairs established a taskforce on making educational equality for Indigenous peoples a national priority; enhancing the performance and monitoring framework for the National Indigenous Education Strategic Initiatives Programme (IESIP); and developing national Indigenous numeracy, literacy, and attendance strategies. This taskforce report identifies the achievement of educational equality for Australia's Indigenous peoples as a realistic goal. Central to the taskforce's work was the development of a statement of principles and standards for educational infrastructure and service delivery and the development of a set of more consistent performance indicators to enhance the current IESIP performance and monitoring framework. The taskforce also developed a model for more culturally inclusive and educationally effective schools and a framework for developing more efficient and effective cross-portfolio mechanisms. Seven barriers to achieving educational equality are identified. Twelve attachments present performance indicators and nine appendices contain the national Aboriginal and Torre Strait Islander education policy, Adelaide Declaration on national goals, MCEETYA 1999 decision, taskforce members, terms of reference, statistical details, different perspectives on the nature and purpose of education, preliminary outcomes, and the national commitment to improving indigenous education. (Contains 36 references.) (TD)

ED 449 933   RC 022 757

Power, David; Stevens, Ken; Boone, Wilbert; Barry, Maurice
Vista School District Digital Intranet: The Delivery of Advanced Placement Courses to Young Adult Learners in Rural Communities.
PUB DATE- 99
NOTE- 6p.; Published in the Knowledge Society Network Newsletter, 1999.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advanced Courses; *College Bound Students; *College School Cooperation; Computer Uses in Education; *Distance Education; Educational Change; Foreign Countries; High Schools; *Internet; *Rural Education
IDENTIFIERS- *Intranets; Newfoundland

In partnership with the Memorial University of Newfoundland, the Vista School District, 1 of 10 districts in Newfoundland, Canada, established the Vista School District Digital Intranet (VSDDI) to deliver Web-based advanced placement courses to rural students. Advanced placement mathematics, physics, biology, and chemistry courses are delivered via a district digital intranet that connects all district senior high schools and the Memorial University of Newfoundland. Each participating school has a school intranet linked to a satellite dish that provides access to the VSDDI intranet and the Internet. Instruction includes both synchronous and asynchronous components. Synchronous instruction allows students in

Indian Community); and Navajo Nation Coalition (Tuba City Schools, Arizona). (SV)

ED 449 950 RC 022 813

LLamas, Vicente J.
UCAN: A Four-State Rural Systemic Initiative. Year Three Performance Effectiveness Review (PER).
SPONS. AGENCY- National Science Foundation, Arlington, VA. Division of Educational System Reform.
PUB DATE- 99
NOTE- 43p.; For Year 2 Performance Effectiveness Review, see RC 022 812.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indian Education; *Educational Change; Elementary Secondary Education; Mathematics Achievement; *Mathematics Education; Mexican American Education; *Program Effectiveness; Program Evaluation; *Rural Education; Science Achievement; *Science Education
IDENTIFIERS- Arizona; Colorado; New Mexico; Performance Indicators; *Systemic Educational Reform; Utah

The Utah, Colorado, Arizona, New Mexico-Rural Systemic Initiative (UCAN-RSI) supports systemic reform of mathematics, technology, and science education for rural students in its states, focusing on schools with high enrollments of American Indian and Hispanic students. This performance effectiveness review covers UCAN's progress during its third year (September 1997-August 1998). During year 3, UCAN worked with 124 focal schools enrolling 36,656 students with 43 percent being American Indian and 41 percent being Hispanic. An introductory section outlines UCAN's approach to sustainable systemic reform, seven criteria defining "focal schools," and the benchmarks used by UCAN's six coalitions to assess their progress toward "full implementation" of reform. These benchmarks are in the areas of curriculum and assessment, policy, resource convergence, community support, student achievement, and achievement of women and minority groups. Section 1 outlines UCAN's impact on teachers, students, and schools. Section 2 describes UCAN's influence on the system in terms of resource convergence; policy changes to graduation requirements, professional development requirements, teacher certification requirements, and accountability; administrative changes; data utilization; implementation of standards-based curriculum; student-teacher-curriculum interactions; the system context of math and science education; and UCAN partnerships. Section 3 presents math and science achievement data for UCAN schools. Appendixes present supplementary data on areas covered in the report, selected data on UCAN states by Education Week, and examples from schools/districts in UCAN's six coalitions. (SV)

ED 449 951 RC 022 814

LLamas, Vicente J.
UCAN: A Four-State Rural Systemic Initiative. UCAN Measures of Progress toward Full Implementation: A Guide for Schools/Communities Involved in Reform.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Division of Educational System Reform.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

DESCRIPTORS- Elementary Education; *Hands on Science; Lesson Plans; *Mechanics (Physics); Optical Data Disks; *Science Activities; Science Instruction
IDENTIFIERS- *Levers; *Simple Machines

This CD-ROM, designed for students in grades K-2, explores the world of simple machines. It allows students to delve into the mechanical world and learn the ways in which simple machines make work easier. Animated demonstrations are provided of the lever, pulley, wheel, screw, wedge, and inclined plane. Activities include practical matching and sorting games, and the fix-it game in which students write about why they selected certain tools to fix broken toys and machines. Nine content presentations are featured in the lessons section. A read-aloud section is also included. Students can take part in quizzes and note taking while using the program. There is a jukebox on which students can listen to songs based on simple machines. Program completion certificates are included. The activities section features topics such as force, the incredible inclined plane, levers at work, the human machine, build a machine, fix it, and machine museum. The teacher's guide includes instructions on using the CD-ROM and classroom activities. (SAH)

ED 449 970 SE 064 340

Learn about Life Science: Plants. CD-ROM .
PUB DATE- 00
NOTE- 0p.; Includes teacher's guide. For other CD-ROMs in series, see SE 064 339-341.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Botany; Elementary Education; Lesson Plans; Optical Data Disks; Plant Growth; *Plants (Botany); *Science Activities; Science Instruction

This CD-ROM, designed for students in grades K-2, explores the world of plants. From small seeds to tall trees, students learn what plants are, what their parts are called, and what conditions they need to grow. Three extension activities include simple and part/whole matching exercises, a sequencing activity involving the dimension of time, and a creative build-a-plant game that asks students to write descriptions of the plants they have designed. Nine content presentations are featured in the lessons section. A read-aloud section is also included. Students can take part in quizzes and note taking while using the program. There is a jukebox on which students can listen to songs based on plants. Program completion certificates are included. Plant activities cover topics such as exploring seeds; traveling seeds; plant helpers; grow, plant grow; makin' food; and my pretend plant. The teacher's guide includes instructions on using the CD-ROM and classroom activities. (SAH)

ED 449 971 SE 064 341

Learn about Earth Science: Weather. CD-ROM .
PUB DATE- 00
NOTE- 0p.; Includes teacher's guide. For other CD-ROMs in series, see SE 064 339-340.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Institute Monograph.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Managed Instruction; Computer Software; *Computer Uses in Education; Elementary Secondary Education; *Mathematics Instruction; *Teaching Methods

Accelerated Math (AM) math management software is a task level learning information system placed in 4th-11th grade classrooms around the country. AM provides teachers with an information system that assures that students can master all math objectives and state standards from grade 3 through calculus. It eliminates teacher paperwork, improves student motivation, and frees teachers to work individually with each student. AM supports all textbooks and instructional methods. This report is divided into sections that include an AM overview; math classroom ecology; design goals and a description of AM; pilot school project description; teacher, student, and patent surveys; test results; and discussion and conclusion. (ASK)

ED 449 994 SE 064 567

Buxton, Cory A.
Rethinking "Authentic" Science Learning: Context, Agency and Feminist Science in the Case of a Reform-Minded Biology Department.
PUB DATE- 01
NOTE- 45p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; Females; *Feminism; *Gender Issues; Higher Education; *Performance Based Assessment; Science Instruction
IDENTIFIERS- *University of New Orleans LA; Women in Science

This study explores how science and scientists were produced and reproduced within the setting of a university biology department. Building upon recent work in anthropology of education and feminist science studies, the study explored the reflexive questions of whether increased women's representation in science changed science practice and whether changing science practice increased women's representation in science. It examined both the contextual and constitutive values of science as they were negotiated and played out in the training of scientists for this setting. The research found some ways in which these values were shifting as more women assumed places of leadership in the department. At the same time, it identified other ways in which the presence of women did not seem to cause the types of changes that feminist science studies have hypothesized. In terms of changing practices leading to changing representation, the study again found some evidence to support this assertion and other evidence that this might not always be the case. These findings can be interpreted through the anthropological perspective of practice theory, where individuals are seen as exerting agency both within and against institutional structures. (Contains 46 references.) (Author/SAH) deprivation are indeed possible, and that the forces of global integration and technological advance can and must be harnessed to serve the interests of poor people. The report is organized in five broad parts: "Part 1, Framework" ("Chapter 1, The Nature and Evolution of Poverty"; and "Chapter 2, Causes of Poverty and a Framework for Action"); "Part 2, Opportunity" ("Chapter 3, Growth, Inequality, and Poverty"; "Chapter 4, Making Markets Work Better for Poor People"; and "Chapter 5, Expanding Poor People's Assets and Tackling Inequalities"); "Part 3, Empowerment" ("Chapter 6, Making State Institutions More Responsive to Poor People"; and "Chapter 7, Removing Social Barriers and Building Social Institutions"); "Part 4, Security" ("Chapter 8, Helping Poor People Manage Risk"; and "Chapter 9, Managing Economic Crises and Natural Disasters"); and "Part 5, International Actions" ("Chapter 10, Harnessing Global Forces for Poor People"; and "Chapter 11, Reforming Development Cooperation To Attack Poverty"). Contains a bibliographic note, selected world development indicators, boxes (data), and extensive figures and tables. (BT)

ED 450 016 SO 032 236

Jones, James R., III, Ed.; Johnson, Amy, Ed.; Bennett, Pamela J., Ed.
Archaeology in Indiana: The Science Today.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Archaeology; Elementary Secondary Education; Heritage Education; *Historic Sites; Legal Responsibility; Local History; Social Studies; *State History
IDENTIFIERS- *Historical Preservation; *Indiana; Timelines

This issue continues the Indiana Historical Bureau's collaboration with the Division of Historic Preservation and Archaeology, Indiana Department of Natural Resources. The articles include "The Science of Archaeology," chronicling the remarkable transformation of the science of archaeology to date; "Archaeology in Indiana," providing a brief overview of the development of archaeology in Indiana over the past 60 years; "Cultural Chronology in Indiana," presenting a timeline of cultures in Indiana spanning 12,000 years; and "Why and Where To Begin (Phases 1-3)," demonstrating the various steps of professional archaeological surveying and excavation, using both pre-contact and historical examples. Lists information for adults and students who are interested in learning about and participating in Indiana archaeology. Identifies legal duties and responsibilities required of both the Division of Historic Preservation and Archaeology and the public, including realtors, developers, and construction managers. Highlights Angel Mounds State Historic Site (Evansville, Indiana). Includes a bibliography, additional resources, resources for educators, and student resources. (BT)

ED 450 017 SO 032 363

Straub, Hans
Designing Your Intercultural Communication Course.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

lessons and resources included in the packet of program materials offer supplementary methods to address many of the topics contained in "People v. Rose." Program materials are divided into the following sections: "Program Objectives"; "Code of Ethics"; "Introduction to 1999-2000 California Mock Trial Program"; "Classroom Materials--Student Packet"; "Introduction to 1999-2000 California Mock Competition"; "Fact Situation"; "Pretrial Motion and Constitutional Issue"; "Witness Statements"; "The Form and Substance of a Trial"; "Team Role Descriptions"; "Procedures for Presenting a Mock Trial Case"; "Diagram 'A Typical Courtroom'"; "Mock Trial Simplified Rules of Evidence"; and "Official Judge, Scorer and Teacher Information Packet." (BT)

ED 450 039   SO 032 532

Hayes, Bill; Croddy, Marshall
Criminal Justice in America. Third Edition. Teacher's Guide.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 00
NOTE- 84p.; For the related textbook, see SO 032 533.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Rights; *Correctional Institutions; *Crime; Crime Prevention; *Criminal Law; Equal Protection; Introductory Courses; *Juvenile Justice; *Law Enforcement; Law Related Education; Social Studies
IDENTIFIERS- *Criminal Justice; Criminal Prosecution

This guide is designed to support the teaching of the material contained in the introductory text, "Criminal Justice in America." The guide provides information about the text, detailed descriptions of the variety of teaching strategies employed, suggested teaching sequences, activity masters, and chapter and final tests. It is organized into the following sections: (1) The Text: an overview of the purpose, curriculum goals, content, and features of "Criminal Justice in America"; (2) Teaching Strategies: a description of the major teaching strategies used in the text providing a rationale, teacher tips, and needed preparation for both inside and outside the classroom; (3) Teaching Procedures: suggested teaching procedures and support materials for each chapter of the text organized on a unit-by-unit basis, each unit including an overview, objectives, and teaching sequences which utilize the readings and activities and include suggested answers for discussion questions, exercises, or activities; (4) Activity Masters: forms to support various exercises and activities designed for reproduction and distribution to students; (5) Test Masters and Answer Keys; and (6) References for the student text. In addition, the Constitutional Rights Foundation Web site offers links to more reading, the latest statistics, and almost every case mentioned in the text. (BT)

ED 450 040   SO 032 533

Hayes, Bill, Ed.
Criminal Justice in America. Third Edition.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 00
NOTE- 324p.; For the related Teacher's Guide, see SO 032 532.

pinpointed policies that have contributed to successes in social development, policies that could be replicated elsewhere. Contains 35 notes, 8 figures, 2 tables, and 46 references. (Author/BT)

ED 450 061 SO 032 580

Mistrik, Erich
Multicultural Education in Teacher Training (Curriculum Guide for Universities).
SPONS. AGENCY- European Union, Brussels (Belgium).
PUB DATE- 00
NOTE- 68p.; For related article from the same author, see ED 432 524. Financed by the European Union, the TEM PUS Programme.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cultural Context; *Cultural Differences; *Curriculum Development; Curriculum Guides; Foreign Countries; Higher Education; *Multicultural Education; Political Issues; *Preservice Teacher Education
IDENTIFIERS- *Slovakia

The Slovak society is in the process of transformation. The main direction of transformation is political, from the totalitarian to the democratic society. The growing cultural variety of Slovakia increases the importance of multicultural education for student teachers. This curriculum guide for multicultural education in teacher training in Slovakia has been developed with advice and input from university colleagues from all over the world. The purpose of the curriculum is to provide a framework for the inclusion of multicultural education in Slovak universities. The guide is divided into the following sections: "Curriculum objectives" ("Basic concepts"; "Purpose of curriculum"; "Curriculum objectives"; "Character of curriculum"); "The starting points of multicultural education in Slovakia" ("Needs of the society"; "The needs of the school system"; "External conditions"); "The sense of multicultural education" ("Expectations"; "Key values"; "The importance of multicultural education"; "The character of multicultural education"; "Target groups"); "Intercultural competencies of a teacher" ("Content standards"; "Performance standards"; "Abilities"; "Skills"; "Personality standards"; "Attitudes"); "The content of multicultural education" ("Themes"; "Methods"; "Co-operating areas of education"); and "The course of multicultural education" ("Hidden curriculum"; "The place in the study programmes"; "Time frameworks"; "Evaluation"). (BT)

ED 450 062 SO 032 588

Vontz, Thomas S.; Drake, Sarah E.
Teaching about the U.S. Congress. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

continuation of the program. Most beginning teachers and mentors believed that they personally benefited from their involvement. Lack of time to participate in activities and being mismatched with mentors were two common problems reported by beginners and mentors. Four areas in which mentors noted the program benefited them were: friendship, motivation, personal satisfaction, and professional growth and development. Principals unanimously supported continuation of the program. Most principals had reasonable knowledge of the program and were moderately involved. Nearly all district coordinators perceived strong support from the Department of Education and school principals, and all recommended program continuation. Recommendations regarding the program include: continue using current guidelines and features which have proven successful; district coordinators should provide training for mentors who encounter dysfunctional partners or make them aware of the availability of guidance; and the Steering Committee should assure methods to share the expertise of district coordinators. (Contains 10 references.) (SM)

ED 450 082 SP 039 756

Roth, David; Swail, Watson Scott
Certification and Teacher Preparation in the United States.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alternative Teacher Certification; Educational Quality; Elementary Secondary Education; Preservice Teacher Education; State Standards; Teacher Competencies; *Teacher Recruitment; *Teacher Shortage; Teaching Skills
IDENTIFIERS- *Emergency Teacher Certification; Hawaii; *Pacific Region

This paper provides a lens through which to view the significant teacher shortage dilemma that affects schools and communities in United States and in the Pacific region. Part 1, "A Critical Perspective," examines challenges facing teacher education, recruitment, and quality in the United States, noting alternative pathways to teacher certification and monetary incentives to become teachers. Part 2, "Standard, Alternative, and Emergency Certification Models," describes the characteristics and benefits of these types of certification. Part 3, "Discussion," describes the types of people drawn to teaching by the various types of certification, examines implications for Hawaii and the Pacific entities, and makes recommendations for the Pacific region in dealing with this complex issue, including: raise the status of and standards for teaching; initiate new recruitment programs; focus on the areas of highest need; and eliminate all emergency certification programs. Nine appendixes include: Web links; licensing and certification organizations; Title II teacher quality legislation; Interstate New Teacher Assessment and Support Consortium model standards for beginning teachers; beginning teacher certificates issued; special programs for teacher certification; state standards for teacher licensure; states requiring teacher assessment for new licensure; and state teacher scholarship programs. (Contains 36 references.) (SM)

ED 450 083 SP 039 757

on developing skills in cognitive coaching whereby teachers could implement the Pathwise framework with a protege. The paper examines: the connection between PPA and cognitive coaching; adult learning theory; Vygotsky's Zone of Proximal Development; Perry's Developmental Scheme (which emphasizes cognitive development in nine positions); women's views on developmental issues; and connections between mentors and mentees. (Contains 25 references.) (SM)

ED 450 102 SP 039 777

Hargreaves, Andy; Earl, Lorna; Moore, Shawn; Manning, Susan
Learning To Change: Teaching beyond Subjects and Standards.
PUB DATE- 01
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Standards; Alternative Assessment; Change Strategies; Early Adolescents; *Educational Change; Educational Innovation; Emotional Experience; Foreign Countries; Grade 7; Grade 8; Integrated Curriculum; Intellectual Development; Junior High School Students; Junior High Schools; Leadership; Parent Participation; Relevance (Education); Secondary School Teachers; Student Evaluation
IDENTIFIERS- Reform Efforts

This book examines the realities of educational change from the perspective of reform-minded teachers, focusing on how the professional work of teachers mediates the translation of the new educational orthodoxy into sustained and enhanced levels of student learning. The book charts the perceptions and experiences of 29 teachers in grades 7 and 8 from four school districts, showing how they grappled with such initiatives as integrated curriculum, common learning standards, and alternative assessment. It discusses how well the new orthodoxy of educational reform meets the complex and diverse learning needs of today's adolescents. Part 1, "The Substance of Change," introduces the new educational orthodoxy, describes the study of 29 teachers, and focuses on: standards and outcomes, new developments in classroom assessment, and the teachers' experiences with curriculum integration. Part 2, "The Process of Change," looks at the intellectual and emotional work that teachers have to do when engaging in change efforts, the kinds of conditions that support and sustain teachers in the midst of change, and what has been learned about learning to change from this study of 29 teachers. (Contains 248 references.) (SM)

ED 450 103 SP 039 778

Bauer, David G.
The Teacher's Guide to Winning Grants.
PUB DATE- 99
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Corporate Support; Educational Finance; Elementary Secondary Education; Federal Aid; *Grants; *Grantsmanship;

PUB DATE- 00
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; Beginning Teachers; Elementary Secondary Education; *Enrollment Trends; *Labor Market; Public Schools; Tables (Data); *Teacher Characteristics; Teacher Recruitment; Teacher Salaries; *Teacher Supply and Demand; Teachers
IDENTIFIERS- *Missouri

This report presents data on the Missouri teacher labor market, using existing administrative records about the state's public schools, teachers staffing them, and students attending them from 1994-95. Data are presented on: enrollment growth (size and distribution of public school enrollment changes); Missouri's teaching workforce (size and characteristics of Missouri's public school teacher workforce during 1994-95 and 1998-99 and changes occurring during the study); labor market dynamics (number of teachers who left public school districts and teaching for various reasons and overall school district hiring rates); teacher supply (estimated annual additions to the supply of certified teachers); and vacancies and the supply of newly certified teachers (demand for and supply of teachers in Missouri's public schools). Overall, the labor market provided teachers to accommodate most teacher turnover and growth from 1994-95 and 1998-99. Significant numbers of teachers came from nontraditional sources. Census classifications and Missouri Department of Elementary and Secondary Education supervisory areas are appended. Also attached are: results from additional analyses conducted to investigate the role of pay in teachers' decisions to leave teaching; a district-level perspective on recruitment and retention in Missouri schools; and recommendations of the Commissioner's Task Force on Recruitment and Retention. (SM)

ED 450 124 SP 039 967

Arnold, Harriett
Succeeding in the Secondary Classroom: Strategies for Middle and High School Teachers.
PUB DATE- 01
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teachers; *Classroom Techniques; Collegiality; Discipline; High Schools; Middle School Teachers; Middle Schools; Paraprofessional School Personnel; Parent Teacher Cooperation; Planning; Politics of Education; Secondary School Teachers; Teacher Collaboration; Teacher Student Relationship; *Teaching Methods

This book presents ideas for beginning secondary teachers who want to excel during their first year of teaching. The eight chapters focus on: (1) "Before the First Days of School" (e.g., classroom design, school policies, important people to know, dressing for success, special education students, school records, and emergency procedures); (2) "The First Week of School" (class procedures and first day of school celebration award); (3) "Planning for Classroom Instruction" (classroom

LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Elementary Secondary Education; Measurement Techniques; *National Competency Tests; *Standardized Tests; *Standards; Tables (Data); Test Construction; *Test Interpretation
IDENTIFIERS- *National Assessment of Educational Progress; Standard Setting

The articles in this report were prepared to help the National Assessment Governing Board (NAGB) examine and clarify its public policy positions and its operational procedures in the area of standard setting for the future of the National Assessment of Educational Progress (NAEP). They examine evaluations of the NAGB achievement levels setting process and the ways the NAEP has been perceived by its audiences. Commercial and state standard setting processes are discussed, and some alternative models for developing achievement levels are reviewed. The articles are: (1) "Executive Summary" (Sheila Byrd); (2) "Reporting NAEP by Achievement Levels: An Analysis of Policy and External Reviews" (William Brown); (3) "A Survey and Evaluation of Recently Developed Procedures for Setting Standards on Educational Tests" (Mark D. Reckase); (4) "A Description of the Standard-Setting Procedures Used by Three Standardized Achievement Test Publishers" (Robert A. Forsyth); (5) "States with NAEP-Like Performance Standards" (Jeffrey M. Nelhaus); (6) "Newspaper Coverage of NAEP Results, 1990 to 1998" (Ronald K. Hambleton, Kevin Meara); (7) "Looking at Achievement Levels" (W. James Popham); (8) "What NAEP's Publics Have To Say" (Claudia Simmons and Munira Mwalimu); (9) "Conclusions and Recommendations" (Sheila Byrd); and (10) "Acknowledgments and Appendixes." Each article contains references. (Contains 30 tables.) (SLD)

ED 450 145 TM 032 335

Smith, Allison, Ed.
Elementary Makes the Grade!
PUB DATE- 00
NOTE- 100p.; Edited in cooperation with Barbara Baseggio. Developed by California State Department of Education, Education Support and Networks Division Elementary Networks Office.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Accountability; *Curriculum Development; Educational Assessment; *Elementary Education; Instructional Leadership; Professional Development; *Program Implementation; State Programs
IDENTIFIERS- *California

This report provides guidance and information on resources to assist elementary schools, parents, community members, and policymakers in implementing a systemic approach to standards-based education. It makes clear recommendations on how schools can achieve a coordinated system in which standards, assessment, accountability, and curriculum are aligned and focused on ensuring that all students meet grade-level standards. Fifteen recommendations are presented, related to 5 components of a standards-based system. Each of the recommendations is followed by a research-based "Rationale" and

ED 450 167 UD 033 986

Rafferty, Yvonne
The Legal Rights and Educational Needs of Homeless Children with Disabilities.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for the Education of Homeless Children and Youth (12th, Greensboro, NC, October 17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Adolescents; Children; *Disabilities; Educational Legislation; Elementary Secondary Education; *Equal Education; *Homeless People; Public Education; *Special Education
IDENTIFIERS- Individuals with Disabilities Education Act; Stewart B McKinney Homeless Assist Act Amend 1990; Stewart B McKinney Homeless Assistance Act 1987

This paper highlights the educational rights and needs of homeless children under both the McKinney Act and the Individuals with Disabilities Act. Section 1 explains the Stewart B. McKinney Homeless Assistance Act of 1987, which included the Education for Homeless Children and Youth Program mandating a free, appropriate public education for all children, including those with special needs. This section also describes the Individuals with Disabilities Education Act (IDEA), which covers homeless children and homeless children with disabilities. Section 2 discusses the educational challenges confronting homeless children with disabilities, highlighting findings from a 1999 forum on the needs of homeless children and youth with disabilities. Section 3 presents strategies for addressing educational needs and service challenges, including: increase awareness about the educational needs and rights of homeless children, including those with disabilities; address mobility issues related to identifying homeless students with disabilities and provide continuity of services; provide timely, appropriate, and multidisciplinary assessment for homeless students; and increase valid and reliable data on issues related to homelessness. Implications for advocacy and action include: remember that only one-third of homeless children are in shelters; provide one champion for each homeless child; and foster collaboration with those working with the homeless and those working in schools. (SM)

ED 450 168 UD 033 987

Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling. Continuing Education.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 01
NOTE- 245p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Classroom Techniques; Computer Uses

recommendations. The second paper, "One Judicial Perspective on the Sex Trade" (Kay Tsenin), discusses judicial approaches, the sex worker (victim and survivor), courts and the communities they serve, interventions, and future needs. The third paper, "Childhood Victimization and the Derailment of Girls and Women to the Criminal Justice System" (Cathy Spatz Widom), discusses the role of childhood victimization in the development of criminal behavior, mechanisms in derailment, and the female criminal (opportunities for intervention). (SM)

ED 450 186 UD 034 007

Levine, Judith A.; Pollack, Harold; Comfort, Maureen E.
Academic and Behavioral Outcomes among the Children of Young Mothers.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the Population Association of America (June 26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Behavior Problems; Birth Order; *Early Parenthood; Grade Repetition; Poverty; Scores; *Sexuality
IDENTIFIERS- *Risk Taking Behavior

This paper uses data from the National Longitudinal Survey of Youth (NLSY) to investigate the effects of early motherhood on the academic and behavioral outcomes of these mothers' children. The NLSY follows 12,686 young people who were age 14-21 years in 1979 with annual or biannual interviews. African Americans, Hispanic Americans, and poor whites are over-sampled. Children born to female respondents began being tracked in 1986, with biannual interviews of parents and children and assessments of psychometric and behavioral factors. Beginning in 1994, children over age the of 13 completed separate interviews exploring sexual behavior, substance abuse, pregnancy, school test scores, school completion, and criminal behavior. Data analysis indicated that compared with other children and young adults in the NLSY sample, children of teen mothers were more likely to score poorly on tests, be retained in school, initiate early sexual activity, and display problem behaviors such as truancy and fighting. There was no zero-order correlation between timing of first birth and child's use of tobacco or marijuana. For behaviors like fighting, truancy, early sexual activity, and other problem behaviors among adolescent and young adult offspring, maternal age-at-first-birth was an important risk factor. (Contains 19 references.) (SM)

ED 450 187 UD 034 008

Melaville, Atelia
City Voices, Children's Needs: New Ways of Taking Action.
PUB DATE- 00
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Child Development; *Child Safety; *City Government; Cooperative Planning; Day Care; Diversity (Student); Early Childhood Education; Educational Improvement; Elementary Secondary Education; *Family Problems; Health Insurance; Housing; Municipalities; Racial Bias; *School

"Illinois Schools Journal" that examines various interventions from the perspectives of members of the Center for Urban Research and Education (CURE) and tenure-track professors from Chicago State University's College of Education. In recent years, the student population has grown, has begun to include children from more diverse backgrounds, and has diversified the kinds of educational programs offered. However, these accomplishments have fallen far short of the vision of a universal school system that provides all children with equal access to academic success. Various interventions hold promise for reforming education for poor, minority students. They feature such elements as greater parent involvement, a challenging and relevant curriculum, restructured school organizations, and use of technology to enhance learning. The papers included in this theme issue focus on: the work of the CURE; the impact of parent participation; the need for culturally relevant curriculum; the benefits of small schools; and varied uses of computers in education. (Contains 15 references.) (SM)

ED 450 208   UD 034 030

Fairlie, Robert W.; Resch, Alexandra M.
Is There "White Flight" into Private Schools? Evidence from the National Educational Longitudinal Survey. JCPR Working Paper 211.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Diversity (Student); Elementary Secondary Education; *Migration; *Minority Groups; Poverty; *Private Schools; *Racial Attitudes; *Racial Bias; *Whites

This report investigates the issue of white flight into private schools by examining data from the National Educational Longitudinal Survey (NELS) and a dataset from the National Center for Educational Statistics. The NELS provides information on student and parental characteristics such as geographical location, religious affiliation, school characteristics, and racial attitudes. The study assesses whether whites are choosing to attend private schools in response to the presence of minority children in public schools, testing the hypothesis that whites are more likely to opt out of public schools when their local schools have larger concentrations of minorities, all else being equal. The study focuses on whether white flight is from all minorities or only from certain groups based on race or income. Data analysis indicates some evidence of white flight from public schools to private schools, partly in response to minority students. White families are fleeing from public schools with large concentrations of poor minority students. The clearest flight appears to be from poor black schoolchildren. The results for white flight from Asian and Hispanic students are less clear. There is some evidence that racism toward minority schoolchildren may contribute to white flight. (Contains 13 references.) (SM) results were found when these merchandising techniques were used with collection materials in the nonprint format, specifically audiobooks and videos, instead of books. This study attempted to determine whether the librarian's promotion of audiobooks would increase their circulation, and which merchandising technique would produce the preferred results: a greater increase in circulation. An experiment was conducted at four agencies of The Public Library of Youngstown and Mahoning County to test the two-part hypothesis: the librarian's use of a poster, display, and recommended listening list would result in the increased library circulation of audiobooks; and the librarian's use of a display would produce the preferred results: a greater increase in circulation over the recommended listening list and the poster. To begin the experiment, normal audiobook circulation was monitored for a control pretest period of one month. Then a separate merchandising treatment--a poster, display, and recommended listening list-was placed at each of three different agencies; a fourth agency served as a control and used no promotional treatment at all. Again circulation was monitored for this experimental period of one month. The statistics generated revealed that there was an increase in audiobook circulation with the librarian's use of the display and recommended listening list, and the display did result in the greater increase in circulation over the poster and the recommended listening list. Yet when the data was analyzed, taking total branch circulation into consideration, the results were found not to be statistically significant. Therefore, the hypothesis could not be supported. The poster and recommended listening list are appended. (Contains 26 references.) (AEF)

ED 449 816 IR 058 060

Law, Darnell L.
A Comparison of Traditional and Nontraditional Students and Their Ease of Interactivity between Telnet and Web-Based Online Catalogs.
PUB DATE- 00
NOTE- 48p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Conventional Instruction; Higher Education; *Library Catalogs; Nontraditional Students; *Online Catalogs; Student Attitudes; Student Characteristics; Student Surveys; *World Wide Web
IDENTIFIERS- Kent State University OH; *Telnet

This study compared the familiarity of text-only/Telnet and graphical/Web-based online library catalogs of 83 traditional to 17 nontraditional students who were new to Kent State University (Ohio) as of the spring semester of 2000. A questionnaire was distributed to all students prior to any formal library instruction provided by the university. Chi-Square tests were used to determine if there were significant relationships between the two groups of students and multiple variables concerning: previous use of electronic catalogs before entering college, each type of catalog display specifically, and willingness of each subject towards taking a formal class in library catalog instruction. It was found that the traditional student population preferred majors that were within Kent's College of Fine and Professional Arts, whereas nontraditional students concentrated their studies in the College of Business. Most traditional students were found to developmental course level headcount, (5) declared undergraduate majors by discipline area; (6) graduate majors by discipline area; and (7) degrees awarded by level, campus, discipline, and ethnicity. Faculty and staff profile information includes; (1) a summary of full-time regular faculty by tenure status, campus and average nine-month salary; (2) regular faculty instructional productivity and instructional workload by campus, faculty by gender, ethnicity; (3) regular and temporary employees by occupation; (4) and employees by gender, ethnicity and occupation. Financial profile information includes: (1) general fund by campus; (2) budget by fund source; (3) total actual expenditures by campus; (4) tuition rates per student credit hour; (5) UA financial aid award summary; and (6) ratio of Alaska student loan recipients by amount and campus. A sampling of active grant-funded research projects, and description of UA facilities concludes the report. (PGS)

ED 449 836   JC 010 149

Crawford, Chemene
A Demographic Study of California Community College Chief Executive Officers.
PUB DATE- 97
NOTE- 74p.; Directed research project written for the Master of Human Resources and Organization Development at University of San Francisco.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Administrator Attitudes; *Administrator Characteristics; *Administrator Qualifications; Administrator Selection; *Career Guidance; *Career Ladders; *College Presidents; *Community Colleges; Education Work Relationship; State Surveys; Two Year Colleges
IDENTIFIERS- California Community College Presidents Study; *California Community Colleges

A survey consisting of multiple choice and free response questions was administered to California Community Colleges (CCC) chief executive officers (CEOs) in fall 1996 to identify some of the similarities in the professional practices and patterns to success among this group. Of 125 CEOs surveyed, 81 or 65% responded. Multiple choice results included: the majority came from within the community college field; most were from blue collar homes; 64% were in their first presidency; more than half had been in their current position for 5 years or less; 69.14% were white; 69% were men; most were between 51 and 60 years of age; 88% had earned a doctoral degree with over half having the Ed.D.; more than half belonged to the Rotary as a civic membership; the majority did not feel affirmative action helped them to become community college presidents; and 74% had a role model. Free response question results included: collective bargaining issues were a major problem; shared governance (brought about by AB 1725) undermines the president's authority; some women and most non-white males reported that gender and sexism were obstacles on the pathway to becoming president. (Contains 27 references and a copy of the survey instrument.) (PGS)

ED 449 837   JC 010 151

Aragon, Steven R., Ed.
Beyond Access: Methods and Models for Increasing Retention and Learning among Minority Students. New Directions for Community

(141)
DESCRIPTORS- Access to Education; *Community Colleges; Educational Assessment; Educational Improvement; *Educational Practices; Educational Quality; *Educational Research; Educational Trends; *Equal Education; Foreign Countries; Postsecondary Education
IDENTIFIERS- *South Africa

This report examines the current state of community colleges in South Africa. A pilot study was designed to assess the state of thinking, practice, partnership, possibilities, programming, restructuring, and needs with regards to South African community colleges. Preliminary findings suggest that, where community colleges do exist, there is a strong sense that they represent powerful community, social and human resources development nodes that could promote the realization of FTE ideals as stated in government policy. At the same time, however, a number of capacity needs have also been identified in the community colleges subsystem, ranging from governance and management needs, program development needs, quality assurance and accreditation needs, to partnerships requiring urgent attention. This report is divided into three parts. Part 1 provides the framework, the basic issues in FTE, perspectives and ideas on community colleges, and other concepts that guided researchers' thinking as they prepared to undertake this phase of the research. Part 2 contains the basic findings from site visits to 9 colleges and from the survey questionnaires returned from 30 colleges. Part 3 contains conclusions and recommendations for action at the research and policy levels. (JA)

ED 449 857   JC 010 174

Lindquist, Sue; Hilmes, Mary Ann
Handbook of Accreditation and Policy Manual. 1996 Edition.
PUB DATE- 96
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Accreditation (Institutions); *Community Colleges; Educational Assessment; *Educational Quality; *Eligibility; *Institutional Mission; Postsecondary Education; School Effectiveness; Two Year Colleges
IDENTIFIERS- *Accreditation Standards

This handbook provides current regional accreditation eligibility requirements and accreditation standards for community, junior, and specialized two-year colleges. It is intended for the use of institutions under review, members of evaluation teams, and others that are concerned with good practice in associate degree-granting institutions. Institutional accreditation by the Accrediting Commission for Community and Junior Colleges is a voluntary, nongovernmental process involving institutional self-study and professional peer review. Standards for accreditation represent generally accepted definitions of good practice in education. The ten standards utilized are: institutional mission, institutional integrity, institutional effectiveness, educational programs, student support and development, information and learning resources, faculty and staff, physical resources, financial resources, and governance and administration. Each standard includes an overall goal statement, as well as a series of specific objectives. For

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Safety; *Children; Computer Selection; Computer Software Selection; *Computers; Educational Technology; Internet; *Parent Child Relationship; *Parent Responsibility; *Parents; World Wide Web
IDENTIFIERS- Computer Use; Family Activities; *Home Computers

On the premise that it is the parents' responsibility to ensure that computer technology enriches their children's lives rather than displaces traditional pursuits, this book provides advice to families regarding computer use at home. The book is designed to help parents set realistic expectations for the role of computers in their children's lives, help their children become good information users and consumers, select the right computer and software for their family, select appropriate Web sites, decide if content-filtering software is necessary, and get the entire family involved in educational computer activities. The chapters are: (1) "The Magic Machine: Setting Realistic Expectations"; (2) "Computers in the Midst: Taking Stock and Choosing a Role"; (3) "The Digital Edge: Making Technology Work for Your Kids"; (4) "Speed Traps and Power Plays: Avoiding Hidden Potholes on the Cyber Expressway"; (5) "The Smart PC Shopper: Buying the Right Stuff"; (6) "Bits and Bytes: Buying Software for Your Kids"; (7) "The Wild Wild Web: Choosing Web Sites for Your Kids"; (8) "From Cyberspace to Your Space: Connecting with Your Kids at the Keyboard," suggesting family activities using the computer; and (9) "The Plugged-In Parent: Creating an Operating System for Your Household." A list of content-filtering software is appended. (KB)

ED 449 878 PS 028 239

Rowley, Barbara
Baby Days: Activities, Ideas, and Games for Enjoying Daily Life with a Child under Three.
PUB DATE- 00
NOTE- 286p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Games; Infant Behavior; *Infants; Learning Activities; Parent Child Relationship; Parents; *Play; *Toddlers
IDENTIFIERS- Childhood Fun; *Daily Activities; Daily Events; Daily Routines; Family Activities

Noting the difficulty that many parents have finding activities to fit the busy life, budget, and energy levels of the average parent and the attention span and abilities of the typical infant and toddler, this book is designed as a reference book for parents and others looking for ways to entertain, educate, and enjoy a young child during the course of an average day. The book's introduction makes recommendations for appropriate materials and equipment for children of various ages, discusses toys and toy storage, outlines ways to organize and prepare for crafts and projects, and discusses ways to practice and teach planned television and videotape viewing. The remainder of the book is organized in chapters by time of day or type of activity: (1) mornings; (2) meal times; (3) nap times; (4) afternoons; (5) bath times and bedtimes; (6) outings; (7)

PUB DATE- 00
NOTE- 21p.; Paper presented at the Head Start National Research Conference (5th, Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; Early Childhood Education; Emotional Disturbances; Mental Health; *Nursery Schools; *Preschool Children; Preschool Education; Problem Children; *Therapy
IDENTIFIERS- *Program Characteristics

Noting that therapeutic nursery programs (TNPs) offer one alternative to mainstream daycare or preschool settings for young children experiencing severe emotional and behavioral difficulties, this study gathered information about TNPs and their services. Response rate to a survey mailed to a nonrandom nationwide sample of 40 programs was 50 percent. The hypothesis was that TNPs would provide services specific to the characteristics of children's presenting problems; findings indicated considerable diversity in the client populations and services provided. The majority of TNPs were located in urban areas (75 percent), with 20 percent in suburban locations. Ninety percent of TNPs provided services to children experiencing a variety of emotional and behavioral difficulties: ADHD was the most common diagnosis (85 percent), Down's Syndrome the least reported (5 percent). TNPs serving children with mental retardation tended to be specific to that population. Most TNPs used a combination of funding sources. Most (75 percent) provided service year-around. Programs requiring family involvement reported a higher rate of attendance problems than overall. Programs providing a meal with psychoeducational presentations to parents did not report attendance difficulties. Forty percent of the TNPs used an eclectic treatment approach, with 20 percent using a cognitive-behavioral approach. Eighty percent of TNPs served at least three client populations. Forty percent of TNPs provided both educational and therapeutic components, with 30 percent providing only a therapeutic component. Teachers were the most frequently involved staff, with social workers, psychologists, occupational and physical therapists also employed. Graduate students were 20 percent of all staff within classrooms. (Contains 16 references.) (KB)

ED 449 898 PS 029 192

Weikart, David P.
Early Childhood Education: Need and Opportunity. Fundamentals of Educational Planning 65.
SPONS. AGENCY- Swedish International Development Cooperation Authority, Stockholm.
PUB DATE- 00
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Developed Nations; Developing Nations; *Early Childhood Education; Educational Opportunities; Educational Planning; *Educational Policy; Educational Quality; Foreign Countries; Preschool Children; *Preschool Curriculum; *Preschool Education; *Standards

Noting that providing quality early childhood care and development programs is a challenge for policy makers and educational planners worldwide, this monograph presents the responded in the same ways regarding school progress and attitudes. (KB)

ED 449 916 PS 029 216

Feller, Markus
Rights of the Child in Burundi.
PUB DATE- 00
NOTE- 46p.; Report presented to the United Nations Committee on the Rights of the Child (25th Session, Geneva, Switzerland, September 18-October 6, 2000); for another report in the Rights of the Child series, see ED 425 813. Support provided by Misereor and the Fondation de France.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Abuse; Child Advocacy; Child Safety; *Child Welfare; Childhood Needs; *Children; *Childrens Rights; Civil Rights Legislation; Compliance (Legal); Delinquency; Foreign Countries; Government Role; Law Enforcement; Victims of Crime; Well Being
IDENTIFIERS- *Burundi; Torture; Torture Victims; *United Nations Convention on Rights of the Child; Victimization

This report to the United Nations (U.N.) Committee on the Rights of the Child contains observations of the World Organisation against Torture (OMCT) concerning the application of the Convention on the Rights of the Child by Burundi. The report is presented in seven parts. Part 1 outlines preliminary observations regarding Burundi's ratification of the Convention, noting that the government omitted important information in their report to the Committee on the Convention on the Rights of the Child. Part 2 presents general observations on the situation of children in Burundi, asserting that torture seems to be a systematic practice within the country, with evidence for violations of children's rights by rebel forces, the police and armed forces, and by family members. Part 3 of the report provides definitions of "child." Part 4 details protections against torture and other cruel, inhuman, or degrading treatment or punishment, including the definition of torture in international law and Burundi's legal framework. Part 5 concerns children in conflict with the law, presenting information on the age of penal responsibility, policy custody, and procedures related to the death penalty, life imprisonment, children's complaints, independence of the judiciary, validity of confessions obtained under torture, detention with adults, and medical examinations during detention. Part 6 of the report notes concern with ethnic tensions in Burundi between the Hutu and Tutsi, and describes refugee camp and regroupment sites. Following OMTC conclusions, the report presents a summary of observations and recommendations by the U.N. Committee on the Rights of the Child--Burundi, in the following areas: positive aspects, factors and difficulties impeding the implementation of the Convention, principal subjects of concern, and suggestions and recommendations. (KB)

ED 449 917 PS 029 218

Tofler, Ian; DiGeronimo, Theresa Foy
Keeping Your Kids Out Front without Kicking Them from Behind: How To Nurture High-Achieving Athletes, Scholars, and Performing Artists.
PUB DATE- 00
NOTE- 219p.

multiple, rural schools to communicate in real time with each other and with their instructor, using whiteboards, chat, video, and voice communication. The asynchronous component provides student access to lessons, a bulletin board, private email, a calendar, tests, presentations, individual evaluation records, and a software package that allows students and instructors in separate schools and different times to take part in a virtual classroom discussion. As of September 1999, the program has been expanded to 5 of the 10 school districts in Newfoundland. The URL is included. (TD)

ED 449 934 RC 022 758

Stevens, Ken
The Development of Virtual Classes in New Zealand and Canada: Some Implications for Administration and Policy.
PUB DATE- 00
NOTE- 11p.; Paper presented at the New Zealand Educational Administration Society (Waitangi, New Zealand, January 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Distance Education; Educational Administration; *Educational Cooperation; *Educational Needs; Foreign Countries; Geographic Isolation; High Schools; *Instructional Innovation; *Internet; *Rural Education; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Intranets; New Zealand; Newfoundland

A great deal of experimentation with telecommunications technologies is occurring in both New Zealand and Atlantic Canadian rural schools. New Zealand has developed a National Information and Communications Technology Strategy, the objectives and initiatives of which are described. On both the North and South Islands, small rural schools have developed electronic networks that link the schools to each other and to larger urban high schools, polytechnic schools, and the New Zealand Correspondence School in Wellington. In Newfoundland (Canada), the Memorial University of Newfoundland has assisted in creating advanced placement web-based mathematics and science courses that are delivered via satellite to an intranet of rural schools. Virtual classes suggest several implications: the more public nature of teaching online may require changes in teaching methods; the integration of virtual and traditional classes may lead to new professional hierarchies as some online teachers are hired by networks of schools and are assisted by on-site teachers; the linking of schools to share virtual classes will require academic and administrative collaboration in scheduling, curriculum development, and the sharing of teachers and resources; technical support and instructional design expertise in the preparation and upgrading of online courses will become a priority; the unsupervised nature of virtual classes requires students to learn independently and ask questions; and pedagogical difficulties involved with teaching across multiple sites demand particularly careful preparation on the teacher's part. (TD)

ED 449 935 RC 022 759

Sandalov, Aleksandr N.; Sukhareva, Natalia A.; Barry, Maurice; Piper, Terry; Stevens, Ken
The Development of Open Models for Teaching Physics to Schools in

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Educational Assessment; *Educational Change; Elementary Secondary Education; *Evaluation Criteria; Program Implementation; Rural Schools; Scoring Rubrics; *Self Evaluation (Groups)
IDENTIFIERS- Systemic Educational Reform

The Utah, Colorado, Arizona, New Mexico-Rural Systemic Initiative (UCAN-RSI) supports standards-based reform in mathematics, technology, and science education for rural students in its states. This guide provides UCAN schools and communities with a set of measures that describe the location of a school/community on the developmental continuum of reform. The guide aims to give change agents an accurate view of where they are in relation to where they want to go. In a set of tables, each component of the educational infrastructure is described as it would appear at five stages of the reform continuum: traditional system, awareness and exploration, transition, emerging new infrastructure, and performance-based system. The following infrastructure components are described: curriculum standards and accountability, curriculum content and instructional methods, teacher quality and ongoing professional development, policymaking process, policy alignment, converging resources, resource reallocation, partnerships and public engagement, public and political support, student achievement data collection, and achievement data reporting. A brief guide for overall rating of school implementation of reform is presented, followed by two forms for generating summary profiles. (SV)

ED 449 952 RC 022 815

Rural Health: The Story of Outreach. A Program of Cooperation in Health Care.
PUB DATE- 93
NOTE- 49p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Allied Health Occupations Education; Child Health; Elementary Secondary Education; Federal Aid; Geographic Isolation; *Health Education; *Health Services; Medical Education; Mental Health Programs; *Outreach Programs; Prenatal Care; Program Descriptions; Public Health; *Rural Areas; School Community Relationship
IDENTIFIERS- Access to Health Care; Telemedicine

Rural Health Outreach is a federal program of demonstration grants designed to encourage organizations to cooperate in delivering health care services to rural Americans. Thirteen programs utilizing innovative collaborations between state agencies, schools, nonprofit organizations, hospitals, volunteers, and the private sector are described a year into their work. On Virginia's Delmarva Peninsula, check-ups were provided to middle school students at school. In North Dakota, ambulance volunteers received training. A consortium of community mental health centers in 13 Oregon counties accessed help from specialists via satellite. Mobile prenatal care was provided in two northwestern Pennsylvania counties. Alaska Natives were trained to be physician assistants in their rural villages. In- and out-patient hospice services were established

Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Climate; Elementary Education; Lesson Plans; Meteorology; Optical Data Disks; *Science Activities; Science Instruction; *Weather
IDENTIFIERS- *Clouds; *Seasons

This CD-ROM, designed for students in grades K-2, explores the world of weather. Students investigate weather to learn about climate and the seasons, how animals adapt to weather changes, how clouds tell us about conditions, and how weather plays a part in our everyday lives. The weather calendar lets students record and write about conditions outside their school. Nine content presentations are featured in the lessons section. A read-aloud section is also included. Students can take part in quizzes and note taking while using the program. There is a jukebox on which students can listen to songs based on weather. Program completion certificates are included. Weather activities include such topics as season detectives, if raindrops could talk, weather today, weather mural, rain makers, blowing in the wind, weather poetry, and what should I wear today. The teacher's guide includes instructions on using the CD-ROM and classroom activities. (SAH)

ED 449 972 SE 064 365

E-Hazards: They're Out There....
PUB DATE- 99
NOTE- 20p.; Produced by the U.S. EPA, Region 6. Companion to the videotape "E-Hazards: They're Out There..." (15 minutes), designed for second to fifth graders.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Air Pollution; Asbestos; *Children; *Hazardous Materials; Health Education; Pesticides; Safety; Science Education; Smoking
IDENTIFIERS- *Environmental Health; Household Products; Lead (Metal); Radon; Ultraviolet Light

This booklet discusses concerns about environmental health threats to children, describes dangers, and lists strategies for protection. Topics include: (1) "Household Products"; (2) "Secondhand Tobacco Smoke"; (3) "Pesticides"; (4) "Overexposure to Ultraviolet Light"; (5) "Lead"; (6) "Contaminated Water"; (7) "Ozone Air Pollution"; (8) "Radon"; and (9) "Asbestos." (YDS)

ED 449 973 SE 064 378

Thorson, Annette, Ed.
Partnerships with Business and the Community.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 77p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Community Involvement; Educational Resources; Elementary Secondary Education; *Mathematics Education;

ED 449 995 SE 064 568

Knapp, Kelly Ann; Machen, Sarah Christine
Design and Application of a HyperStudio Science Program. Adventure Joe's Quest for Knowledge: Invertebrates.
PUB DATE- 00
NOTE- 41p.; Some figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biology; *Computer Software; Grade 5; Intermediate Grades; Multimedia Materials; Science Education; *Technology
IDENTIFIERS- *HyperStudio; *Invertebrates

Implementation of technology in classrooms is becoming a necessity for all teachers with the advent of the 21st century. This document presents the development process of a computer software project about invertebrates for fifth grade students. The project uses a HyperStudio program that displays information on cards linked to each other. The HyperStudio program is very user-friendly, and navigation through the cards is easy. These properties make this program a good selection for elementary school students. Content includes an introduction, rationale, research, and production of the projects; information on the implementation process; evaluation of the project by students and cooperative teachers; references; and attachments. The attachments include schematics of storyboards and printouts of the HyperStudio Stacks. (YDS)

ED 449 996 SE 064 569

Johnson, William L.; Johnson, Annabel M.
The Theory of Evolution: An Educational Perspective.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Biology; *Classification; *Embryology; *Evolution; Higher Education; *Paleontology; Science Education
IDENTIFIERS- *Darwin (Charles); Social Darwinism

The article's thesis is that evolution's intellectual foundatio have been steadily eroding, and that few new findings in embryology, taxonomy, fossil remains, and molecular biology are bringing us very near to a formal, logical disproof of Darwinian claims. The paper begins by discussing the evidence of a prehistoric world, then they discuss knowledge acquisition, the mechanism of evolution, types of evolution, probability and statistics, and doubts about Darwin. The paper concludes with a discussion of social Darwinism and evolution's influence on American education. (Contains 19 references.) (Author/SAH)

ED 449 997 SE 064 570

Daneshvar, K.; Tranjan, F. M.
Adaptive Core Requirements for an Ever Changing Electrical Engineering Curriculum.
PUB DATE- 98
NOTE- 5p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Body Language; Communication Skills; Cultural Awareness; Cultural Background; *Cultural Education; Cultural Images; Culture Contact; Facial Expressions; Foreign Countries; *Intercultural Communication; *Nonverbal Communication; *Stereotypes; Teaching Methods
IDENTIFIERS- *Middle East

This paper presents suggestions for a 60-hour course in intercultural communication that develops cognition skills needed to understand life in foreign countries. The initial part of the course is intended to heighten the participant's awareness of his or her own "home-culture"; the latter part concentrates on assumptions, values, and behaviors of the "target-culture." Although the course described herein is designed for culturally homogeneous classes in the Middle East, it can serve as a model for multicultural groups anywhere. The paper is divided into the following sections: "Considering Parameters"; "Part One: Topics and Sequencing"; "Defining Culture"; "Human Needs"; "Cultural Expectations and Behaviors"; "Identity Symbols"; "Rituals"; "Methodology: The Students Teach the Teacher"; "Part Two: Understanding Target-Culture Behavior"; "Nonverbal Communication"; "Basic Reality-Assumptions"; "Home-Culture Values--Proverbs"; "Cultural Heroes"; "Cognition as Culturally Determined"; "Stereotyping--Roadblocks to Understanding"; "Culture Shock and Adjustment"; "Critical Incidents"; and "Pedagogical Approach." (BB)

ED 450 018 SO 032 384

O'Connell, Libby, Ed.
The Star-Spangled Banner Project: Save Our History TM . Teacher's Manual, Grades K-8.
PUB DATE- 98
NOTE- 62p.; This teacher's manual was produced in cooperation with the Smithsonian Institution's National Museum of American History.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; Elementary Education; *Heritage Education; *Interdisciplinary Approach; Middle Schools; Social Studies; Teaching Guides; *United States History
IDENTIFIERS- National History Standards; Smithsonian Institution; *Star Spangled Banner; War of 1812

The Star-Spangled Banner is the original flag that flew over Fort McHenry in Baltimore (Maryland) during its attack by the British during the War of 1812. It inspired Francis Scott Key, a lawyer being held on board a British ship in Baltimore Harbor, to write a poem that later became the words to the national anthem. Since 1907, the Star-Spangled Banner has been part of the collection at the Smithsonian Institution and has hung as the centerpiece of the National Museum of American History in Washington for over 30 years. Now the flag is being examined, cleaned, repaired, and preserved for future generations. This teacher's manual about the flag's history features an interdisciplinary project that focuses on history, music, language arts, and science. Following an introduction, the manual is divided into grade-level sections: Section One: Grades K-2; Section Two: Grades 3-5; and Section Three: Grades 6-8. Each section begins with an overview and contains activities in various academic disciplines. An appendix contains words and music to "The Star-Spangled Banner." Cites

Developed by Marshall Croddy, Bill Hayes, and Todd Clark.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Civil Rights; *Correctional Institutions; *Crime; Crime Prevention; *Criminal Law; Equal Protection; *Juvenile Justice; *Law Enforcement; Law Related Education; Social Studies
IDENTIFIERS- *Criminal Justice; Criminal Prosecution

This book, a comprehensive and interactive introductory text on criminal justice, consists of six units: (1) Crime: covers victims' rights, gangs, violent crime, white-collar crime, elements of crimes, legal defenses, methods for measuring crime, hate crime, computer crime, and a history of crime in the United States; (2) Police: explores local police, attitudes toward police, community policing, criminal investigation, search and seizure, "Miranda," the exclusionary rule, racial profiling, corruption, use of force, policing the police, and an history of law enforcement; (3) The Criminal Case: examines courts, judges, and lawyers and explores a hypothetical criminal case from arrest through trial; (4) Corrections: looks into sentencing, prisons, alternatives to prison, capital punishment, theories of punishment, history of corrections, and debates such as those over mandatory-minimums and the high number of imprisoned persons; (5) Juvenile Justice: explores the separate system for juveniles and examines delinquency, status offenses, steps in a juvenile case, rights of juveniles, juvenile corrections, waiver to adult court, the death penalty, how the system developed, and current controversies; and (6) Solutions: looks at debates over the causes of crime, racism in the justice system, crime in schools, vigilantism, policy options to reduce crime and to make the system more just, and options for individual citizens. Appendices contain excerpts from the U.S. Constitution, a glossary, and a table of cases cited. (BT)

ED 450 041 SO 032 541

Flood, Craig, Ed.; Bates, Percy, Ed.; Potter, Julia, Ed.
Gender Equity for Males. WEEA Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Equal Education; *Gender Issues; Males; *Nondiscriminatory Education; School Culture; *Sex Fairness; *Student Needs

Traditionally, the term "gender equity" is associated with equalizing the playing field for girls. However, gender equity by definition applies to both genders. This digest states that, in the best possible scenario, gender equitable education provides equal opportunities and enables each student to reach his or her potential, reducing the gender disparities that are detrimental to classroom interactions and in testing; encouraging all students to pursue a variety of school subjects, putting no limit on what they can accomplish; and giving students the opportunity to participate in all aspects of school sports and clubs. It finds that the success of boys and girls in school and beyond depends on gender equity in education. This digest contains the following articles: "What about the Boys?" (Michael Kimmel); "Safe Boys, Safe Schools"

DESCRIPTORS- Citizenship Education; Constitutional History; Elementary Secondary Education; Federal Government; Federal Legislation; Government Role; *Governmental Structure; Legislators; Political Issues; Social Studies; *United States Government (Course); *United States History
IDENTIFIERS- Congress; ERIC Digests; House of Representatives; Senate; United States Constitution

This digest addresses teaching about the U.S. Congress. The digest addresses the constitutional foundations of the U.S. Congress, including the Virginia Plan, the New Jersey Plan, representation, bicameralism, and the balance of power between state and federal government and among the executive, judicial, and legislative branches of the federal government; discusses the evolution of the U.S. Congress from its inception to the present day, including comparisons of days in session, average length of bills, and number of bills passed; and annotates five Internet resources for teaching about the U.S. Congress. (BB)

ED 450 063 SO 032 590

Boufoy-Bastick, Beatrice
The Cultural Index as a Predictor of Culturally-Determined Behaviours in Multicultural Societies.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the Society for Cross-Cultural Research (29th, New Orleans, LA, February 22-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; *Cultural Context; *Ethnicity; Ethnography; Foreign Countries; Longitudinal Studies; Social Science Research
IDENTIFIERS- Fiji; Fijians

This paper introduces the Cultural Index (CI), which is composed of grounded indices for measuring cultural identity and predicting culturally-determined behaviors. These behaviors often are associated with ethnicity, which researchers have used as a predictor of culturally-defined behaviors. This use posits that ethnicity defines culture. However, this is not so in multicultural societies where ethnic groups influence each other's culturally-determined behaviors by sometimes borrowing more effective behaviors and sometimes marking their separate identity by emphasizing differential behaviors. This paper describes the CI and how to calculate it. It is supported by ethnographic data from a 4-year long comparative study of native Fijians and Indo-Fijians. Gives illustrative examples of CI use. Contains a 10-item bibliography. (Author/BT)

ED 450 064 SO 032 591

Arts Education: An ASCD Topic Pack. Revised for 2000-2001.
PUB DATE- 00
NOTE- 228p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reference Materials - Bibliographies (131)
DESCRIPTORS- Aesthetic Education; Annotated Bibliographies; *Art Education; Dance; *Dance Education; Elementary Secondary Education; *Fine Arts; Information Sources; Internet; *Music Education; *Theater Arts

This topic pack, revised for 2000-2001, is designed to provide

Veenman, Simon; van Benthum, Niek; Bootsma, Dolly; van Dieren, Jildau; van der Kemp, Nicole
Training Student Teachers in Cooperative Learning Methods.
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Meeting of the European Conference on Educational Research (Edinburgh, Scotland, September 20-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; Elementary Education; Foreign Countries; *Group Activities; Higher Education; Interpersonal Competence; Preservice Teacher Education; Student Teacher Attitudes; Student Teachers; Teaching Methods; Teamwork
IDENTIFIERS- Netherlands; Student Engagement

This study described the effects of a course on cooperative learning (CL) for student teachers. The course was conducted at two teacher education colleges in The Netherlands. Data collection included observation of the desired CL teaching behaviors and elementary students' engagement rates during cooperative activities; surveys of preservice teachers' attitudes toward CL; surveys of elementary students' attitudes toward CL; and surveys of preservice teachers' reactions to the course on CL. Results found a significant treatment effect for four of the five basic elements considered essential for lesson activities to be cooperative: positive interdependence, face-to-face interaction, social skills, and group processing. The course had a positive effect on the engagement of elementary students taught by preservice teachers in the treatment condition. Most preservice teachers believed in CL to achieve both academic and social goals, and they showed a readiness to use CL methods in future lessons. Elementary students taught by treatment group preservice teachers also showed positive attitudes toward working in groups and rated the benefits of working in groups rather than working alone quite positively. (Contains 24 references.) (SM)

ED 450 084 SP 039 758

Henson, Robin K.
Relationships between Preservice Teachers' Self-Efficacy, Task Analysis, and Classroom Management Beliefs.
PUB DATE- 01
NOTE- 42p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Higher Education; *Locus of Control; Preservice Teacher Education; *Self Efficacy; Student Behavior; *Student Teacher Attitudes; Student Teachers; *Task Analysis

This study examined the multivariate relationships between teacher efficacy and task analysis variables as predictors of classroom beliefs about control, focusing on these relationships in preservice teachers. Preservice teachers from a required educational psychology course volunteered to participate in the study. They completed three instruments: the revised Teacher Efficacy Scale, a short form of the Attitudes and Beliefs on Classroom Control Inventory, and the Means-End Teaching Task Analysis. Data analysis indicated that more

Private Financial Support; *Proposal Writing; Teachers

This step-by-step primer helps teachers develop effective grantseeking methods that will enable them to secure funds. It shows teachers how to select the right funding sources, organize proposal ideas, write a convincing and well-prepared proposal, identify who will evaluate the proposal and the scoring system they will use, and efficiently implement the proposal when grant funds are won. The 15 chapters focus on: (1) "Demystifying the Grants Process"; (2) "Getting Ready to Seek Grants Support"; (3) "Formulating a Grants Advisory Group"; (4) "Creating a Compelling Needs Statement"; (5) "Generating Proposal Ideas"; (6) "Understanding the Grants Marketplace"; (7) "Researching Potential Funders"; (8) "Contacting the Grantor Before You Write the Proposal"; (9) "Developing Project Objectives"; (10) "Building a Project Planner"; (11) "Writing Government Grant Proposals"; (12) "Improving and Submitting Your Federal Grant Application"; (13) "Writing Foundation and Corporate Proposals"; (14) "Improving and Submitting Your Foundation/Corporate Proposal"; and (15) "Dealing with the Decision and Building Your Grantseeking Base." (SM)

ED 450 104 SP 039 779

Phillips, David, Ed.
Education in Germany since Unification. Oxford Studies in Comparative Education.
PUB DATE- 00
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Catholic Schools; *Educational Change; Educational Research; *Elementary Secondary Education; Foreign Countries; *Higher Education; Language Teachers; *Preservice Teacher Education; Religious Education; Teacher Attitudes; Vocational Education
IDENTIFIERS- *German Reunification; *Germany

This collection of papers discusses issues related to education in Germany since its unification. The papers include: "The Legacy of Unification" (David Phillips); "Change and Continuity in Education After the 'Wende'" (E. J. Neather); "A Study of Teachers' Perceptions in Brandenburg 'Gesamtschulen'" (Stephanie Wilde); "Memory and Judgement: How East German Schools and Teachers Have Been Regarded in the Post-Unification Decade" (Bernhard Thomas Streitwieser); "Retraining Language Teachers in Mecklenburg-West Pomerania, 1992-96: Experiences of a British Instructor" (Karen Galtress-Horl); "The Transformation of Higher Education and Research in Eastern Germany: A Review 10 Years After the 'Wende'" (Nina Arnhold); "The 'Wissenschaftsrat' and the Investigation of Teacher Education in the Former German Democratic Republic, 1991: A Personal Account" (David Phillips); "Vocational Education and Training in Eastern Germany: Some Reasons and Explanations for Current Problems" (Hubert Ertl); and "Christian Schools and Religious Education in the New 'Bundeslander'" (Rosiland M.O. Pritchard). (Papers contain references.) (SM)

ED 450 105 SP 039 780

Fleming, Douglas S.
The AEL Guide to Action Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

instruction and planning for instruction); (4) "Student Recordkeeping" (communicating with students, classroom records and telephone log, student contact, and student assessment of the course and homework); (5) "Classroom Management and Discipline" (classroom environment and classroom management); (6) "Working with Colleagues, Substitutes, and Paraprofessionals" (mentor teachers, veteran teachers, substitute teachers, and communication with staff); (7) "Communicating with Parents" (parent contact, planning for the open house, communicating with Mom and Dad, and Mom and Dad come to school); and (8) "Finding Balance: Loneliness at the Chalkboard" (e.g., school politics, department politics, parent issues, student politics, evaluation, professional organizations, and professional development growth plan). Two resources list professional organizations and subject-specific organizations. (SM)

ED 450 125   TM 032 250

Anchorage School District Profile of Performance, 1999-2000. Part 1 District Overview. Assessment and Evaluation Report.
PUB DATE- 00
NOTE- 700p.; For the 1997-1998 profile, see ED 427 086. Parts 2 and 3 are not available from ERIC.
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; College Entrance Examinations; Demography; Elementary Secondary Education; *Ethnicity; *Outcomes of Education; Parent Attitudes; Parents; Profiles; Satisfaction; *School Districts; Standardized Tests; Student Attitudes; Student Characteristics; Students; Surveys; Tables (Data); Teachers; Test Results
IDENTIFIERS- *Anchorage School District AK

This profile is the report card of the Anchorage, Alaska, School District on the academic achievement of Anchorage students. Part 1 provides a summary of performance across the entire district on a variety of important indicators of success. Part 2, published separately, profiles each of the district's schools. Part 1 contains an overview of the district, focusing on critical achievement indicators, examination of the district-wide performance of students by ethnic and income group, and the satisfaction of students, parents, and staff with the schools and their programs. The focus is on the regular education program, and measures of the success of special education students are not included. District and school budgets and expenditures are given only as information items. The Anchorage School District is one of the largest school districts in the United States in terms of enrollment, and it is characterized by high student mobility and low family income which makes 3 of 10 of the district's students eligible for subsidized lunches. The outcome measures reviewed include norm-referenced basic skills achievement tests (the California Achievement Tests, 1995 edition), locally developed tests, locally developed writing assessments, and the ACT and SAT results for graduating seniors who elected to take these college entrance examinations. The overall Anchorage percentile score for 1999-2000 on the norm-referenced tests was the 64th percentile, reflecting the consistent high level of performance of the school district's students. American Native, Hispanic, and Black students generally did not do as well as Whites and Asian Americans. In general, parent, student, and staff survey responses were positive toward the school district and an example of best practice describing what the successful implementation of the recommendation might look like. The five components are: (1) rigorous academic content and performance standards; (2) assessment and accountability; (3) curriculum and instruction; (4) professional development; and (5) district-level leadership and support. Although schools and districts may start renewal efforts with particular components, no single component will ensure student achievement. (SLD)

ED 450 146 TM 032 336

Altman, Daniel R.
Linear and Quadratic Rules: What Are They and When Are They Used?
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Multivariate Analysis
IDENTIFIERS- *Descriptive Discriminant Analysis; Linear Models; *Predictive Discriminant Analysis; Quadratic Equations

Discriminant analysis is a multivariate method of analysis with two purposes: (1) to describe differences among groups; or (2) to classify participants into groups. Either linear or quadratic rules can be used in both descriptive discriminant analysis (DDA) and predictive discriminant analysis (PDA). In both DDA and PDA the researcher wants to use the rules that are the most accurate and the most replicable, but these two considerations often offer competing perspectives about which rule is optimal in a given analysis. The linear rule is used when group covariance matrices are pooled. The linear rule has greater external generalizability because fewer parameters are estimated. The quadratic rule is used when separate group covariance matrices are used. These covariance matrices do not need to be as homogenous. However, the quadratic rule's external generalizability is not as accurate. It is important to use the correct rule in both PDA and DDA. (Contains 10 references.) (Author/SLD)

ED 450 147 TM 032 337

Kimbell, Anne-Marie
The Basic Concepts of the General Linear Model (GLM): Canonical Correlation Analysis (CCA) as a GLM.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; *Multivariate Analysis
IDENTIFIERS- *General Linear Model

This paper illustrates how canonical correlation analysis can be used to implement all the parametric tests that canonical methods subsume as special cases. The point is heuristic: all analyses are correlational, apply weights to measured variables to create synthetic variables, and require the interpretation

in Education; Continuing Education Units; Educational Environment; Elementary Secondary Education; Inclusive Schools; Partnerships in Education; School Community Relationship; Special Needs Students; *Student Behavior; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Barriers to Participation; *Student Engagement

This continuing education document enhances classroom teachers' capacity to address problems and foster social, emotional, intellectual, and behavioral development. Module 1 presents the context for understanding the problems schools face, noting why every school must develop an enabling component to address barriers to learning. It discusses: the need for a comprehensive, multifaceted, and integrated approach to addressing barriers to learning and promoting healthy development; a framework for an enabling component; enhancing regular classroom strategies to enable learning for all; and emphasizing mutual support, caring, and a sense of community. Module 2 examines the basics of classroom-focused enabling, describing how teachers can: transform the larger class by developing small learning groups and independent learning options to enhance student engagement; facilitate positive learning; prevent problems; and provide special assistance. The practices discussed engender well-managed classrooms and accomplish this in ways that minimize the overreliance on social control strategies. Module 3 explores the role teachers can take in ensuring their schools provide a context that supports and enhances classroom learning, discussing the need for a schoolwide enabling component, school-community partnerships, and better attention from the Board of Education to addressing barriers to learning. (Modules contain references.) (SM)

ED 450 169 UD 033 988

Organization Facilitators: A Change Agent for Systemic School and Community Changes. A Center Report.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 01
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Educational Change; *Educational Innovation; Elementary Secondary Education; Mentors
IDENTIFIERS- Detroit Public Schools MI; *Facilitators; Los Angeles Unified School District CA

This report discusses use of organizational facilitators as agents for school change. Substantive change requires guidance and support from professionals with mastery level competence for creating a climate for change, facilitating change processes, and establishing an institutional culture where key stakeholders continue to learn and evolve. The organization facilitator is intended to provide expertise necessary to help schools implement and institutionalize substantially new approaches. Organizational facilitators are one of several temporary mechanisms created to facilitate and guide systemic change, including: the site-based steering mechanism; the site-based change team; and mentors and coaches. The organization facilitator's core functions require a person whose background has prepared him or her to understand the specific systemic

Community Relationship; Underemployment; Violence; Wages; Youth Programs

This publication summarizes challenges and emerging issues that cities face as they respond to the needs of children and families. Data come from in-depth interviews with officials from 28 cities that participate in the National League of Cities' Municipalities in Transition Project, a high-level research effort drawing on information and experiences from a diverse group of cities nationwide. Interviews focused on: critical issues and challenges related to young people and their families; underlying factors that brought these issues to the fore; how the city is responding; what is working; what is making work harder; and in what areas the city would do more if it had appropriate knowledge and resources. Key findings include: cities are redefining their relationships with schools to help address concerns about school improvement and academic achievement; city leaders are worried about violence by and against youth, and they see greater investment in positive youth development as an important way to reduce violence; the effects of underemployment and lagging wages experienced by low-skilled workers in the new economy are intensifying problems facing children and families; and most cities are highly involved in collaborative strategies to address child and family issues. (SM)

ED 450 188 UD 034 009

Bennett, Dorothy; Brunner, Cornelia; Honey, Margaret
Gender and Technology: Designing for Diversity.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Diversity (Student); *Educational Technology; Elementary Secondary Education; *Females; *Gender Issues; Sex Stereotypes; Socioeconomic Influences
IDENTIFIERS- Psychosocial Factors

The Center for Children and Technology is investigating issues of gender and diversity in how students, particularly girls, engage with technology. It studies how people construct meaning in relation to different technological environments, examining social and cultural barriers affecting people's engagement with technology. It also investigates technological environments that engage diverse learners. It finds that the gender problem is highly overdetermined, particularly regarding technology. It is important to engage both boys and girls with technology, incorporating multiple perspectives and varying themes. In education, this means identifying alternative pathways that invite students to engage in different kinds of relationships to technology. One telementoring program links high school girls to female professionals in science and technology fields for ongoing advice and support. This program includes facilitated group discussions with online scenarios in which participants respond to hypothetical situations relevant to their own lives. Researchers must use a constructivist approach to understanding, with diverse learners invited into flexible technological environments that do not restrict parameters for engagement to predetermined sets of metaphors, images, storylines, or pathways. (SM)

ED 450 189 UD 034 010

attend school full time and nontraditional students to attend on a part time basis. Results revealed that traditional students have had more experience and instruction concerning electronic catalogs than their nontraditional counterparts, and they were also more likely to use text-only/Telnet versions of a library catalog in the past. Both groups frequently use the Internet, and the automated catalog is accessed the most within the confines of the library building. Each group found both display screens easy to read and comprehend; however, an overwhelming majority favored the graphical/Web-based version of the online library catalog. Traditional students were equally divided as to their willingness to take a formal class on automated library catalogs, and nontraditional students tend to favor this type of introduction to accessing and using library resources. An appendix contains the display questionnaire and display questionnaire coding sheet. (Contains 10 references.) (AEF)

ED 449 817   IR 058 061

Meyers, Michele M.
A Content Analysis of U.S. Botanical and Horticultural Library Web Sites.
PUB DATE- 00
NOTE- 94p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Access to Information; Archives; *Botany; Horticulture; Information Services; Information Sources; *Library Collections; Library Services; *World Wide Web

The purpose of this study was to provide an introductory analysis of the content of the Web sites of botanical and horticultural libraries in the United States to determine what types of resources and information is included, whether or not information is organized and accessible, and to what extent botanical and horticultural libraries are using the Web to exhibit rare book collections. The population for this study included libraries with membership in the Council on Botanical and Horticultural Libraries as well as libraries listed in "The Directory of Special Libraries and Information Centers" whose primary subject scope covered botany, horticulture and related subjects. Thirty-seven Web sites were evaluated, and data were collected assessing background information, authority/currency/accuracy, features to promote indexing by search engines, navigation/functionality, organization/format, access for different browsers/systems, access for different user groups, basic library information, and additional features. Comparisons were made based on parent organization type, collection size and number of pages in each site. Results showed that most sites provided information on collections, hours, contacting the library, and services and policies, but less than half included link lists or mission statements. Service information and additional features present varied by library type. Lose frequencies in most of the design categories indicated that many of the libraries were not following design recommendations for organization and accessibility. The inclusion of rare book exhibits by eight of twenty-two libraries mentioning a rare book collection suggests that United States botanical and horticultural libraries have only begun to use the Web for this purpose. Appendices include the data collection instrument, frequency tables, library Web sites evaluated, and library type categorizations. (Contains 32 references.) (AEF)

Colleges, Issue 112. The Jossey-Bass Higher and Adult Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 117p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; College Environment; College Faculty; *Community Colleges; *Diversity (Student); Educational Technology; *Minority Groups; Multicultural Education; Nontraditional Students; Outcomes of Education; *School Holding Power; Two Year Colleges

This edition of New Directions for Community Colleges offers community college educators alternative models, approaches, and perspectives to consider in working with ethnic minority students. The volume addresses issues of assessment, career and educational goals, learning enhancement, success courses, mentoring programs, campus climate, educational technology, and the integration of nonminority instructors into the minority environment. This issue contains the following articles: "Assessing Minority Student Performance" (Romero Jalomo, Jr.); "Community College Students' Career and Educational Goals" (Frankie Santos Laanan); "Motivating and Maximizing Learning in Minority Classrooms" (Irene M. Sanchez); "Using Success Courses for Promoting Persistence and Completion" (Martina Stovall); "Increasing Retention and Success through Mentoring" (Linda K. Stromei); "Creating a Campus Climate in Which Diversity Is Truly Valued" (Evelyn Clements); "Using Technology To Facilitate Learning for Minority Students" (Nilda Palma-Rivas); "Integrating Nonminority Instructors into the Minority Environment" (Barbara K. Townsend); and "Sources and Information Regarding Effective Retention Strategies for Students of Color" (Eboni M. Zamani). (KS)

ED 449 838 JC 010 152

Dodge, Lucy
Maintaining Large and Small Corporate Websites: San Jose City College's Website Administration Program.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Business Education; *College Curriculum; College Programs; *Community Colleges; Computer Oriented Programs; *Employment Opportunities; Information Technology; *Internet; Technology Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *San Jose City College CA

The report describes San Jose College's (California) two Web site management and design programs, and provides employment information and job market analysis for the field. The College's Web Site Administration and Web Application Solutions programs offer classes designed to give students the necessary skills in administering a Web site and in creating applications for the Web to compete in a rapidly changing job market. These two technical degrees include classes that cover the programming and networking skills necessary to implement interactive, dynamic technologies supported on many corporate Web sites. Upon successful completion of the Web Site example, in the area of curriculum and instruction, the institution needs to have clearly defined processes for establishing and evaluating all of its educational programs. The institution should also define and publish for each program the program's educational objectives for students. This report also provides guidelines indicating Commission expectation for colleges preparing for an eligibility review. For educational objectives, documentation such as catalog statements, which establish educational objectives for programs, outcomes data from educational program reviews and or graduation history, can be used for eligibility applications. (JA)

ED 449 858 JC 010 175

Report on Staffing and Salaries, Fall 1996.
PUB DATE- 97
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Community Colleges; Compensation (Remuneration); Employees; Faculty Workload; *Salaries; *School Demography; *School Personnel; *School Statistics; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This is the sixteenth in a series of annual reports providing demographic, employment, workload, and compensation information on California community college employees. The report period is the fall 1996 term, and covers all community college employees supported by state and district general funds, including categorical programs. Not included are employees supported by non-public funds (such as contract and community service education), and employees hired during the summer session. Information is presented for seven categories of employees: (1) full-time faculty; (2) part-time faculty; (3) professional--non-teaching; (4) academic administrators; (5) classified administrators; (6) classified other; and (7) casual. The report is divided into eight sections. Section 1 presents: (1) district and college level information on the number and full-time equivalency of employees broken out by primary occupational activity and employment category; (2) regular and overload weekly faculty contact hours (WFCH) taught; and (3) four year summary of the number and average annual salary paid to full time faculty. The seven remaining sections each cover an employee category and present district level information on age, gender-race/ethnicity, employment classification, employment status, annual contract duration, WFCH workload, and compensation. This report is designed to provide reference information and contains little analysis. Contains 51 tables. (PGS)

ED 449 859 JC 010 177

Pathfinder Project: Five-Year Strategic Plan.
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; College Planning; *Community Colleges; Educational Trends; Long Range Planning; *Needs Assessment; *Organizational Objectives; *Self Evaluation (Groups); *Strategic Planning; Systems Analysis; Two Year

travel and commuting; and (8) special events. Each chapter is organized by age range, starting with activities for the youngest children. Each activity includes suggested ages for the activity, special skills or interests involved, a list of necessary materials and preparation time, a messiness quotient, "the sibling factor" describing ways to involve older siblings, activity instructions, variations, and relevant safety information. (KB)

ED 449 879 PS 028 639

Cameron, Claire; Moss, Peter; Owen, Charlie
Men in the Nursery: Gender and Caring Work.
PUB DATE- 99
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Caregiver Child Relationship; Change Strategies; *Child Abuse; *Child Care Occupations; *Child Caregivers; Child Safety; Comparative Analysis; *Day Care; Early Childhood Education; Foreign Countries; Gender Issues; *Males; Personnel Management; Sex Bias; Sex Differences; Sex Discrimination; Sex Fairness
IDENTIFIERS- England; Parent Caregiver Relationship; Sex Equity; Sex Ratio

Noting that men make up less than 1 percent of childcare workers, this book details a study of gender in the workforce, exploring the experience of male childcare workers in England. Chapter 1 presents the stories of six men and women in childcare centers of various kinds and outlines the relationship between mothering, fathering, the self and work, and the purpose and ethos of childcare institutions. Chapter 2 gives a brief account of early childhood services and the early childhood workforce in Britain, outlining the current policy context, and detailing the methods used for this interview study to describe and analyze the characteristics of day care staff. Chapter 3 draws on the experiences of the informants to document how and why men and women become workers in childcare institutions. Chapter 4 examines the working environment, including job conditions, exclusionary practices by staff, tensions between gender difference and individuality, and the issue of role models. Chapter 5 analyzes the interaction of the institution with the outside world through staff practice and relations with parents. Chapter 6 examines the views of mothers and fathers. Chapter 7 contrasts the British and North American debate regarding a link between men workers and potential child sexual abuse and the experience in Scandinavia. Chapter 8 revisits the four central themes of the book: caring work as mothering work, incorporation of self and gender identities, gender visibility and reflexive institutions, and gender equality and resistance to men. The book concludes by considering the case for changing the gender composition of the childcare workforce. (Contains 159 references.) (KB)

ED 449 880 PS 028 859

Graham, Stedman
Teens Can Make It Happen: Nine Steps to Success.
PUB DATE- 00
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

organizational arrangements of preschool education in a number of developed and developing countries, focusing primarily on OECD (Organisation for Economic Co-Operation and Development) countries. The monograph also demonstrates the short- and long-term effects of early childhood education programs for the psychological development and future learning of children, particularly those from disadvantaged backgrounds. The monograph is presented in seven chapters: (1) "Early Childhood Education: A Short History"; (2) "Use of Child-Care Settings: The Challenge and Policy"; (3) "Expectations for Education: What Should Children Experience?"; (4) "Impact of Early Education: School Performance and Productivity"; (5) "Early Childhood Education Curriculum Models: Does Every Programme Work?"; (6) "An Effective Curriculum Model: Selection and Use"; and (7) "Policy Recommendations: Contributions from Early Childhood Development." The monograph asserts that ensuring that existing programs are of high quality should be the first priority for policy planners and that the most important component to create high quality preschool programs is to adopt a model curriculum program that can be easily adapted to various settings. (Contains 45 references.) (KB)

ED 449 899   PS 029 193

Nikoltsos, Catherine
Researching Children's Art: Systematic Observations of the Artistic Skills of Young Children.
PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Art Education; *Childrens Art; *Observation; Qualitative Research; *Research Methodology; *Teacher Researchers; Teacher Role; Theories; Young Children

This paper discusses research methods used to examine children's art. The first part of the paper presents information on four theoretical approaches to the examination of children's art and discusses the teacher's role within that approach: (1) psychological approach, using art to discover the child's inner conflicts; (2) behavioral psychological approach, using art to examine the child's thinking processes; (3) developmental arts approach, comparing the child's visual expression to what is expected at a particular age level; and (4) artistic/aesthetic view, helping children develop a basic vocabulary for the visual language of expression. The second part of the paper examines the methods used for conducting research on children's art, noting that art and creativity must not be excluded from scientific research. This part describes the observational research into the creative process as carried out by Project Zero at Harvard University and provides a rationale for using qualitative research methods. The third part of the paper identifies three observational techniques that can be used by educator-researchers: (1) direct observation; (2) participant observation; and (3) indirect observation. The paper notes the need for an ethnographic, holistic, and natural on-site approach when researching children's art activities. The paper concludes by asserting that better conceptualizations of human thought, feeling, and creativity will likely contribute to more effective visual arts education programs. (Contains 69 references.) (KB)

ED 449 900   PS 029 194

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Abuse; Child Rearing; Gifted; *High Achievement; Parent Attitudes; *Parent Child Relationship; Parent Education; *Parenting Skills; Psychological Needs; Success; Talent
IDENTIFIERS- Encouragement; Historical Background; Parent Needs; Parenting Styles

Pressuring gifted children into achieving parents' own unfulfilled longings for glory and success can cheat children of a normal childhood. This commonsense guide for parents of talented and gifted children offers guidance for establishing healthy boundaries between parents' ambitions and the needs of their talented children and provides clear-cut instructions for helping children balance achievement with happiness. The first part of the book takes a historical look at the relationship between parents and children, and distinguishes between healthy encouragement and joy in children's accomplishments and Achievement by Proxy Distortion (ABPD), a psychological state in which the parent's need for the fame, financial benefits, career advancement, or social recognition and respect gained through the child's accomplishments takes precedence over the needs and goals of the child. This part explores the three stages of ABPD (risky sacrifice, objectification, potential abuse), and concludes with seven guidelines that will help all parents separate their own needs, ambitions, and dreams from those of their children. The second part of the book details a seven-step program for encouraging and protecting high-achieving children: (1) evaluate "talent"; (2) evaluate motives in selecting classes, schools, and camps that cater to high-achieving children; (3) beware of abusive instructors; (4) weigh the cost of the sacrifice; (5) look beyond the talent into the future; (6) beware of the red flags of achievement by proxy distortion; and (7) take a good look at parenting style. (Contains 57 references.) (HTH)

ED 449 918   PS 029 219

Roehlkepartain, Jolene L.; Leffert, Nancy
What Young Children Need To Succeed: Working Together To Build Assets from Birth to Age 11.
PUB DATE- 00
NOTE- 317p.; For Leader's Guide, see PS 029 220. Based on "Starting Out Right: Developmental Assets for Children" by Nancy Leffert, Peter L. Benson, and Jolene L. Roehlkepartain," 1997, Search Institute, Healthy Communities, Healthy Youth Initiative, supported by Lutheran Brotherhood.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activities; Caregiver Child Relationship; Child Rearing; Childhood Needs; *Children; Family Relationship; Interpersonal Competence; *Learning Activities; Parent Child Relationship; Parent Education; Teacher Student Relationship; Values Education
IDENTIFIERS- Adult Child Relationship; Family Activities; Family

Dispersed Locations in Russia and Canada.
PUB DATE- 99
NOTE- 9p.; Paper prepared for the EDEN-Lomonosov Conference (Moscow, Russia, October 3-5, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Class Organization; *Computer Uses in Education; *Distance Education; Educational Strategies; Foreign Countries; Geographic Isolation; Higher Education; *Internet; Physics; *Rural Education; Science Instruction; Secondary Education
IDENTIFIERS- Intranets; Newfoundland; Russia; *Technology Based Instruction

Two models for using information and communication technologies to teach physics to students in remote areas of Canada and Russia are described. In Canada, an intranet electronically links schools in a Newfoundland school district to the Memorial University of Newfoundland. Advanced placement physics is delivered via the Internet. Newfoundland has a high satellite dish rate per capita in a relatively small area, so synchronous, real-time networking is a high priority. In Russia, open distributed learning has been developed between Moscow State University and schools in Russia and other countries of the former Soviet Union. The ultimate aim is to provide access to universities and other academic institutions for more people throughout these countries through the development of a network "teaching auditorium." Russian time-zone differences of up to 9 hours plus unpredictable channel capacity make asynchronous information transfer very important. Educators in both countries have become aware that teachers and students must have compatible hardware and software for online teaching to be effective. The introduction of Internet-delivered physics raised issues of change in teaching and learning, including reduction of professional privacy for teachers; shift in the educational hierarchy with the advent of a new category of teacher; need for appropriate teacher education; keeping students focused in an unsupervised class; preventing students from becoming overwhelmed by access to unlimited information; and synchronizing scheduling at all locations. (TD)

ED 449 936 RC 022 760

Stevens, Ken
A New Model for Teaching in Rural Communities: The Electronic Organisation of Classes as Intranets.
PUB DATE- 98
NOTE- 7p.; Prepared for "Prism: Newfoundland and Labrador Teachers' Association Journal," June 1998.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Class Organization; Computer Uses in Education; *Distance Education; Educational Environment; Elementary Secondary Education; *Futures (of Society); Internet; *School Size; Small Schools; *Teacher Role
IDENTIFIERS- Intranets; *Technology Based Instruction

The application of information and communication technologies to education can extend small schools by linking them to many other institutions and making them, in effect, large schools.

in Grundy County, Iowa. An Ohio school district provided mental health counseling to students and families at school or home. A family planning service was upgraded to provide full-time primary care service at two sites on Oahu (Hawaii). Financial counseling and aid was provided at public health sites throughout western Wisconsin. A new telecommunications network enabled physicians at Maine health centers to update their learning and consult one another. Native American culture was incorporated into mental health therapy addressing high alcoholism and school dropout rates in a New Mexico town. A northeast Oklahoma consortium coordinated and complemented the region's elderly services. Health education programs in schools combated teen pregnancy and a new van transported clients to clinics for prenatal care in two Alabama counties. (TD)

ED 449 953 RC 022 816

Carise, Deni; McLellan, A. Thomas
Increasing Cultural Sensitivity of the Addiction Severity Index (ASI): An Example with Native Americans in North Dakota. Special Report.
SPONS. AGENCY- Pennsylvania Univ., Philadelphia. Veterans Administration Center for Studies of Addiction.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.
PUB DATE- 99
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alcoholism; *American Indians; Chippewa (Tribe); *Cultural Awareness; Cultural Differences; *Drug Addiction; Measures (Individuals); *Mental Health; Sioux (Tribe); *Substance Abuse; Training
IDENTIFIERS- *Native Americans; *North Dakota

The Addiction Severity Index (ASI), used throughout the United States and other countries, is the most widely used assessment tool in the addictions field. It is a semi-structured assessment instrument designed for use with clients for substance abuse treatment. The ASI gathers information in seven important areas of a patient's life: medical, employment/support, drug and alcohol use, legal, family history, family/social relationships, and psychological problems. The ASI not only assesses drug and alcohol abuse, it also screens for problems in other areas, such as mental illness. Interviewer severity ratings indicate a client's unmet need for treatment. The ASI has been shown to be reliable and valid, but this applies only with "majority" populations. When substance abuse treatment directors at the North Dakota State Hospital realized that the cultural differences, background, and religious practices of Native Americans in their state (Chippewa and Sioux) were not being adequately addressed, the ASI, already required for use in North Dakota, was modified to address Native cultural issues. The modified instrument includes questions about spirituality, ceremonial practices and use of hallucinogens, tribal support for recovery, and culturally specific living conditions and lifestyle. Part 1 presents the fifth edition ASI in its original format and describes how it was modified for Native Americans in North Dakota. A clinical/training version, contained in Part 3, has instructions, hints, and space for comments. Part 2 contains the North Dakota State Adaptation for Use With Native Americans, which is similar in format to the clinical/training version, and a revised users guide. (Contains 16 references.)

*Partnerships in Education; *Science Education

The Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) helps teachers by offering a broad assortment of services to enable them to quickly locate educational resources. This theme issue of the serial "ENC Focus" is designed to give educators information on curriculum resources available for teaching math and science in K-12 classrooms. This issue is organized around the theme of partnerships with business and the community. The articles provide examples of partnerships that really help teachers and students, plus ideas for making it happen in the schools. Featured articles include: (1) "The School-Business Partnership: What Can It Offer?" (Carlo Parravano); (2) "Reflections on Partnerships from a Special Education Teacher" (Jack Fink); (3) "Guidelines for Effective Partnerships" (Aleta You); (4) "National Partnerships That Can Benefit You" (Annette Thorson); (5) "Finding Prospective Partners" (J. Patrick White); (6) "The Center for Science, Mathematics, and Technology Education" (Ed Geary and Christine Jones); (7) "SWEPTs Bring Sweeping Changes" (Barbara Rodrigues, Julie Bitnoff, and I-Heng McComb); (8) "Coalitions Advance Educational Equity for Girls" (Denice Aldrich Jobe); (9) "Seeking Ways To Improve Math Achievement? Try the Mall!" (Judi Wilson and Veray Wickham); (10) "The San Diego Science Alliance: High Tech Meets High Interest" (Nancy Taylor and Joy Wochenske); (11) "How a School Partnership Broadened My Horizons" (Lawrence Woolf); (12) "Projects That Work" (Maureen P. Boino); (13) "Thirty Years and Counting" (Douglas Llewellyn and Eugene Wicks); (14) "From Flowers to Computers" (Julia H. Maccarone); (15) "Teens Take a Healthy Interest in Their Communities" (Genevieve Bardwell, Cathy Morton-McSwain, Jill Hyde, John Lewis, Priscah Simoyi, and James Rye); (16) "Local Support Provides Student Challenges" (Ray Del Greco, Bernie Durkin, and Lynn Kistler); (17) "Partnership for Lifelong Learning" (Barbara Pounders, Stephanie Sawyer, and Vicky Loggins); and (18) "Science Summer Camp for Teachers" (Jane C. Crawford). (ASK)

ED 449 974 SE 064 382

Brawner, Catherine E.; Serow, Robert C.
Growing Pains: An Evaluation of the SUCCEED Coalition.
PUB DATE- 98
NOTE- 5p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Change; *Engineering Education; Higher Education; Program Descriptions; *Program Evaluation; Science Education; Total Quality Management

The SUCCEED coalition, one of the NSF Engineering Education Coalitions, was founded on a vision in which all engineering graduates will possess not only highly developed technical skills, but also the attitudes and awareness needed to prosper in the contemporary workplace. This vision manifested itself within SUCCEED by the development of curriculum innovations for undergraduate engineering education. These innovations were introduced on an experimental basis initially at the member campuses with the long term intention of subsequently exporting successful ones beyond the coalition membership. This paper presents findings from a qualitative evaluation of the first five years of operation of the SUCCEED coalition. During this

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *Core Curriculum; Curriculum Development; *Engineering Education; Higher Education; Information Technology; Liberal Arts; Teaching Methods; *Visual Learning
IDENTIFIERS- *Electrical Engineering; Hawthorne Effect

Although in the liberal arts the main concern is comprehensive education, it is generally accepted that an engineering curriculum, while providing the fundamentals, can change continuously to accommodate technological, industrial, and economical interests. Meanwhile, in recent years many new forms of learning have been proposed that are quite different from traditional approach. These include virtual learning, distance learning, international options, and many forms of audio-visual methods and software that are supposed to enhance educational objectives. At the same time, the technological expansion in many areas demands the introduction of new materials and the abandonment of old ones. Nontraditional topics such as optical engineering, laser electronics, market forecasting, image processing, information technology, and human soft-skills are frequently seen in the electrical engineering curricula. While the traditional courses had overlapping continuity, the new topics in electrical engineering have very little mutual relevance. This raises the question whether the traditional courses are an essential background for the electrical engineering graduate or if students should be allowed to chose what may be perceived as essential requirements. At the same time, there are concerns that the introduction of so many new topics in electrical engineering may reduce the contrast with other disciplines and definition of electrical engineering degrees. All this makes it essential to redefine the major required courses that are considered as the foundation for an undergraduate electrical engineering degree. While changes in electrical engineering are being introduced, they raise concerns about the limits beyond which the changes lead to the complete loss of the original objective. This may result in a system that does not function as it was intended and that may not be adequate for what is expected. This paper is intended to discuss the main requirements for a typical electrical engineering curriculum that can absorb changes through a dynamic process while maintaining its integrity. (Author)

ED 449 998 SE 064 574

Clausen, Trond
Project Work as an Integrating and Revenue-Making Tool.
PUB DATE- 98
NOTE- 5p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Cooperative Learning; Educational Change; *Engineering Education; Foreign Countries; Fund Raising; Higher Education; Income; Individual Development; Learning Processes; Motivation; School Business Relationship; *Student Projects
IDENTIFIERS- *Norway

The Engineering College at Hogskolen i Telemark has since 1982 several primary sources and other resources. (BT)

ED 450 019 SO 032 385

O'Connell, Libby Haight; Maxwell, Louise P.; Blake, Kevin
The Missouri River Project: Save Our History TM . Teacher's Manual, Grades 4-12.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; Heritage Education; *Interdisciplinary Approach; Intermediate Grades; *Physical Geography; Secondary Education; Social Studies; *Student Research; Teaching Guides; *United States History
IDENTIFIERS- *Lewis and Clark Expedition; *Missouri River; National History Standards; Westward Movement (United States)

As the United States approaches the bicentennial of the Meriwether Lewis and William Clark expedition, it is critical to embark on a voyage of recovery to help restore the Missouri River to some of its original prominence and splendor. The mission of the Missouri River Project is to emphasize the role of the Missouri River in the physical development of the North American continent and to explore its impact upon the lives of Native Americans and subsequent settlers. The wide variety of materials and ideas presented in this teacher's manual are designed to help teachers integrate the Missouri River into their curricula, covering mathematics, science, history, and language arts. Activities reinforce skills in chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and historical issues analysis and decision making. Following an introduction, the manual is divided into these grade-level sections: Grades 4-5 (five lessons); Grades 6-8 (three lessons); and Grades 9-12 (three lessons). Cites several primary sources and other resources. (BT)

ED 450 020 SO 032 386

Hovey, Elizabeth; O'Connell, Libby Haight
The Declaration of Independence: Save Our History TM . Teacher's Manual, Grades 2-12.
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; Elementary Secondary Education; *Heritage Education; *Interdisciplinary Approach; Social Studies; Teaching Guides; *United States History
IDENTIFIERS- *Declaration of Independence

The Declaration of Independence today serves as one of the nation's most treasured symbols. The Declaration of Independence represents the moment at which the United States of America was born and embodies the reasons for its birth. This teacher's manual is designed to provide teachers with materials and activities to foster students' understanding of a crucial period in U.S. history. The manual includes lessons in history, civics, language arts, mathematics, and science to help teachers convey the continuities and innovations inherent in the Declaration, and its enduring role in U.S. culture. It

(Craig P. Flood); and "The Mythical African American Male" (Martha R. Bireda). Lists 10 resources on gender equity for males. (BT)

ED 450 042 SO 032 543

Lessons To Use with Census 2000 Results.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Census Figures; Civics; Constitutional Law; *Demography; Maps; Secondary Education; *Social Studies
IDENTIFIERS- *Apportionment (Legislative); Bureau of the Census; *Census 2000

These lessons are based on U.S. Census 2000 results, focusing on changes in the United States during the 1990s. Students construct choropleth (thematic) maps, analyze information from tables and maps, discuss the impact of the Census 2000 apportionment counts on their state and the United States, and calculate population totals. Lessons include teaching suggestions, worksheets, answer keys, data tables, and Web sites. (BT)

ED 450 043 SO 032 549

Barton, Keith C.; Marks, Melissa J.
"I Need To Shut Up and Let Them Talk More": Beginning Teachers Reflect on Children's Understanding of Social Studies.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (80th, San Antonio, TX, November 16-19, 2000). Funded by a Research on Pedagogy Grant from the College of Education, University of Cincinnati.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Elementary Education; *Elementary School Students; Focus Groups; Higher Education; Interviews; Preservice Teacher Education; *Reflective Teaching; *Social Studies; *Teacher Attitudes; Teacher Role
IDENTIFIERS- *Teaching Perspectives; Teaching Research

This study, part of a graduate level social studies methods course at a large midwestern university, investigated beginning teachers' ideas about teaching and learning social studies before and after their participation in a set of open-ended interviews with children in the elementary grades. The interviews were designed to give new teachers direct experience investigating children's explanations of key social studies concepts and to track changes in the teachers' ideas through a set of focus group discussions. Initial discussions indicated that teachers were aware social studies occupied a position of low status (and low incidence) in the elementary curriculum, and that students often had difficulty learning the content of the subject. Teachers attempted to explain this by suggesting that students were developmentally incapable of learning social studies, students had insufficient prior knowledge, or the subject was irrelevant. They had few suggestions for how to overcome these limitations. Focus group discussions after completing interviews with students suggested a shift away from emphasis on shortcomings in student or curriculum, and toward a timely information on arts education. The topic pack includes the following: full-text articles from the Association for Supervision and Curriculum Development's (ASCD) publications which have been carefully chosen and may include articles from "Educational Leadership" magazine, "Education Update," "Curriculum Update," "Curriculum/Technology Quarterly" newsletters, the "Journal of Curriculum and Supervision," and other ASCD print publications; other ASCD resources listed in bibliographic form, including ASCD books, theme issues of "Educational Leadership," magazines and videotapes, professional inquiry kits, and ASCD networks; ERIC resources, which may include selected ERIC documents and digests and information on ERIC and how to order articles from ERIC; a list of journal articles, with abstracts; and Internet resources that ASCD's editors have found most promising. Contains a brief description of ASCD and its programs, products, and services. (BT)

ED 450 065   SO 032 592

Kochanczyk, Judy
Indiana's Best Practices Celebrating Diversity: Many Communities...One Indiana. A Resource Manual of Diversity Programs & Activities. Update 2000.
PUB DATE- 00
NOTE- 589p.; Assistant editors were Lorraine Hitz-Bradley and Martha Kenley.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Involvement; *Community Resources; Creative Thinking; *Cultural Pluralism; Models; Multicultural Education; Program Descriptions; Racial Relations
IDENTIFIERS- *Indiana; Resource Development

This updated resource manual of racial diversity programs and activities should help promote racial reconciliation and understanding among diverse communities. It includes 72 new programs, and six new Indiana communities actually embracing this challenge have been included: Crawfordsville, New Castle, Plainfield, Seymour, Valparaiso, and Wawasee. Three new categories have been added to the resource manual: Indian-American Services and Events, Persons with Disabilities, and Sexual Orientation. 14 new resources have been listed. The updated manual is not inclusive of all activities and resources occurring in Indiana, nor does the Indiana Civil Rights Commission endorse one resource over another, but it is reflective of some of the diversity programs developed and practiced by Hoosiers. The manual is divided into the following sections: "Index by Activity"; "Index by Location"; "Description of Best Practices, 1999 Edition"; and "Description of Best Practices, 2000 Update." Appendixes contain "Dialogue Guides"; "Additional Resources"; and "Supplemental Materials." (BT)

ED 450 066   SO 032 593

Rhedding-Jones, Jeanette
Girls, Subjectivity and Language: From Four to Twelve in a Rural School.
PUB DATE- 94
NOTE- 383p.; Doctor of Philosophy Thesis, La Trobe University,

efficacious student teachers were less interventionist regarding instructional and people classroom management beliefs. Task analysis was unrelated to management beliefs. However, preservice teachers exhibited a clear dichotomy regarding their locus of control for task analysis elements. The task analysis suggested differential locus of control for elements that helped teaching (attributed to the self) and elements that hindered teaching (attributed to external constraints). (Contains 43 references.) (SM)

ED 450 085 SP 039 759

Beller, Caroline; Griffith, Priscilla; Williams, Samella; Orr, Betsy; Hunt, Sharon
Who Will Teach for Arkansas?
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Conference of the Holmes Partnership (5th, Albuquerque, NM, January 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Distance Education; *Diversity (Faculty); *Diversity (Student); Educational Technology; Elementary Secondary Education; Field Experience Programs; Higher Education; Partnerships in Education; Preservice Teacher Education; Public Education; *Student Recruitment
IDENTIFIERS- Phillips County Community College AR; University of Arkansas

This paper describes the Teach for Arkansas program, a partnership which addresses the problem of recruiting student teachers who reflect the state's diverse cultures and who will be successful teaching diverse students. Partners include: the University of Arkansas; Phillips Community College and the Delta public schools; the SBC Foundation; and the Walton Family Foundation. The program recruits students to a teacher education program administered by the University of Arkansas which is delivered via technology at Phillips Community College. A full-time University of Arkansas faculty member was hired from the Delta to work with the program, teach courses, and supervise student teaching. This faculty member's salary is paid by the Walton Family Foundation, as are minority students' tuitions. As part of their internship during the program's fifth year, students teach in Delta schools, which provides faculty development for inservice teachers. The SBC Foundation has provided a grant for fifth year students to attend the Arkansas Reading Association conference in Little Rock so that distance education students have a chance to leave their campus and meet traditional students from the University of Arkansas campus. (SM)

ED 450 086 SP 039 760

Shaver, Kathy; Stallworth, B. Joyce; Wilson, Elizabeth
Interdisciplinary Teaching and Learning at a Professional Development School.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the Holmes Partnership (5th, Albuquerque, NM, January 27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

PUB DATE- 00
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Action Research; *Educational Research; Elementary Secondary Education; Inquiry; Professional Development; Research Methodology; Teacher Improvement; Teacher Researchers

This guide introduces the skills and dispositions necessary to participate in educational action research. It targets teachers, administrators, college faculty, graduate students, state professional organizations, and state administrators. Chapter 1, "Understanding Action Research as a Tool for Professional Growth and Organizational Development," defines action research, discusses why it is important to use reflective inquiry, and lists resources for beginning researchers. Chapter 2, "A Short History of Action Research," provides background on the subject of action research. Chapter 3, "Core Practices in School and Classroom Inquiry," outlines steps found in many action research programs, discussing: the use of tools to frame the inquiry; developing a plan of action for investigation; collecting and analyzing data from multiple sources; analyzing and interpreting data from schools or classrooms; engaging in reflection and introspection; and documenting and reporting results. Chapter 4, "Examples of Action Research," provides examples of educational action research. Chapter 5, "Frequently Asked Questions about Action Research," looks at 11 commonly asked questions about action research (e.g., who conducts action research and how it is carried out). A sample action research proposal is appended. (Contains 16 annotated references.) (SM)

ED 450 106 SP 039 781

Work Smarter, Not Harder: Structured Reflection Protocol. Listening to Student Voices Self-Study Toolkit. Videotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Elementary Secondary Education; *Feedback; Reflective Teaching; *Self Evaluation (Individuals); *Teacher Collaboration; Teacher Improvement; Teachers; Videotape Recordings
IDENTIFIERS- *Reflective Thinking

This 19-minute VHS videotape introduces the structured reflection protocol, a tool designed to help teachers learn by working together and by using student work as a beginning point for their learning together. The videotape shows scenes of the structured reflection protocol being used in diverse school settings (elementary, secondary, rural, urban, and suburban) as a way for teachers to learn with and from one another. Beginning with a question about student learning, teachers study student work for possible answers, reflect openly about their successes and their challenges as teachers, and receive individual programs, with overall satisfaction levels similar to those of the preceding year. (Contains 123 tables.) (SLD)

ED 450 126 TM 032 316

van Krimpen-Stoop, Edith M. L. A.; Meijer, Rob R.
Detection of Person Misfit in Computerized Adaptive Tests with Polytomous Items. Research Report.
SPONS. AGENCY- Law School Admissions Council, Newtown, PA.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Goodness of Fit; Item Response Theory; Scores; Test Items
IDENTIFIERS- *Person Fit Measures; *Polytomous Items

Item scores that do not fit an assumed item response theory model may cause the latent trait value to be estimated inaccurately. For computerized adaptive tests (CAT) with dichotomous items, several person-fit statistics for detecting nonfitting item score patterns have been proposed. Both for paper-and-pencil (P&P) test and CATs, detection of person misfit with polytomous items has hardly been explored. In this simulation study, the theoretical and empirical null distributions of a person-fit statistic for polytomous items are compared for P&P tests and CATs. Results show that the empirical distribution of this statistic was close to the standard normal distribution, for both P&P tests and CATs. Also statistics that are especially designed for a CAT are proposed. In these statistics observed and expected item scales are compared using cumulative sum (CUSUM) procedures. Results show that the critical values of the CUSUM were symmetric around zero and similar across latent trait values. Moreover, the results show that for the CUSUM procedure fixed critical values for all examinees can be used. (Contains 5 tables and 40 references.) (Author/SLD)

ED 450 127 TM 032 317

Fox, Jean-Paul
Stochastic EM for Estimating the Parameters of a Multilevel IRT Model. Research Report.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bayesian Statistics; *Error of Measurement; *Estimation (Mathematics); *Item Response Theory; Test Items
IDENTIFIERS- *EM Algorithm; Gibbs Sampling; Multilevel Analysis; Stochastic Analysis

An item response theory (IRT) model is used as a measurement error model for the dependent variable of a multilevel model where tests or questionnaires consisting of separate items are used to perform a measurement error analysis. The advantage of using latent scores as dependent variables of a multilevel model is that it offers the possibility of modeling response variation and measurement error and separating the influence of item difficulty and ability level. The two-parameter normal ogive model is used for the IRT model. It is shown that the stochastic EM (expectation-maximization) (SEM) algorithm can be used to estimate the parameters that are close to the maximum likelihood estimated. It turns out that this algorithm is easily implemented. This estimation procedure is compared to an of both weights and structure coefficients. Because all analyses are correlational, "r" squared effect sizes can (and should) be reported in all analyses. An appendix contains the command syntax to run illustrative analyses using the Statistical Package for the Social Sciences (SPSS - v9). (Contains 12 tables and 15 references.) (Author/SLD)

ED 450 148 TM 032 338

Cool, Angela L.
A Primer on Regression and Canonical Commonality Analyses: Partitioning Predicted Variance into Constituent Parts.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; Predictor Variables; *Regression (Statistics)
IDENTIFIERS- *Commonality Analysis

Multiple regression analysis is used with considerable frequency by researchers as a means of predicting the impact of predictor variables on a dependent variable. Regression predictors are typically correlated, often intentionally. To better understand the relative contribution of each independent variable in regression (and other) analyses, researchers can partition the squared multiple correlation (R squared) into constituent portions that can be attributed to the independent variables both uniquely and in various combinations with each other. The purpose of this paper is to explain and illustrate the use of this "commonality analysis." A small heuristic data set is used to outline the steps in this approach. An appendix contains R squared results for four predictors of depression from the example. (Contains 4 tables and 27 references.) (Author/SLD)

ED 450 149 TM 032 339

Guthrie, Abbie
Using Bootstrap Methods with Popular Statistical Programs.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; Heuristics; *Statistical Analysis; Statistical Distributions
IDENTIFIERS- AMOS Computer Program; *Bootstrap Methods; Statistical Package for the Social Sciences

Developed by B. Efron (1979) and his colleagues (P. Diaconis and B. Efron, 1983), bootstrap methods have the goal of creating an empirical sampling distribution that can be used to test statistical hypotheses, estimate standard errors, and create confidence intervals. Bootstrapping methods offer a unique and effective method for testing the stability and replicability of results. This paper explains the bootstrap method of exploring replicability internally, including a heuristic example changes to be accomplished and how to work with site stakeholders as they restructure their programs. This report describes how two districts used organizational facilitators to restructure education support programs (the Los Angeles Unified School District, California, and the Detroit Public Schools, Michigan). Three appendixes present: expanding educational reform to address barriers to learning--restructuring student support services and enhancing school community partnership; initial plan for the organization facilitator in phasing reforms; and reasons to restructure student support services. (Contains 36 references.) (SM)

ED 450 170 UD 033 989

Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base. A Center Brief.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Crisis Intervention; Educational Research; Elementary Secondary Education; Emotional Problems; Equal Education; Parent Participation; School Community Relationship; Social Influences; Student Behavior; Student Development; Transitional Programs
IDENTIFIERS- Family Support

This report discusses the importance of and bases for initiatives to enhance students' social, emotional, and behavioral performance as an essential facet of improving academic performance. Research on comprehensive approaches for addressing barriers to learning is still in development. Data from natural experiments underscore societal inequities that can be remedied through public financing for comprehensive programs and services. Formal studies have focused on specific interventions. This literature reports positive outcomes associated with a wide range of interventions. The research base is highlighted by organizing examples into the six areas of concern: (1) enhancing classroom teachers' capacity for addressing problems and for fostering social, emotional, intellectual, and behavioral development; (2) enhancing school capacity to handle transition concerns confronting students and families; (3) responding to, minimizing the impact of, and preventing crisis; (4) enhancing home involvement; (5) outreaching to the community to build linkages and collaborations; and (6) providing special assistance to students and families. (Contains 126 references.) (SM)

ED 450 171 UD 033 990

Nelson, Douglas W.; Vincent, Paul; Goodhand, Judith; Spigner, Carol Wilson; Mattingly, John
The Special Child Welfare Advisory Panel Final Report.
PUB DATE- 00
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Child Health; Child Safety; *Child Welfare; Family Programs; Foster Children; Foster Family;

Acs, Gregory; Loprest, Pamela
The Status of TANF Leavers in the District of Columbia: Final Report.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.
PUB DATE- 01
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Children; Day Care; Early Childhood Education; *Employment; Females; Housing; Wages; *Welfare Recipients
IDENTIFIERS- Case Management; *District of Columbia; *Temporary Assistance for Needy Families; Welfare Reform

This study examines the status of former welfare recipients in the District of Columbia (DC), highlighting families who left Temporary Assistance for Needy Families (TANF) in the last quarter of 1997 and of 1998. Researchers used data from the DC Department of Human Services and interviews with people who left in 1998. Between 1997-99, DC's cash assistance caseload fell by 23.8 percent. Over 60 percent of families who left TANF were working when interviewed. Typical working TANF leavers worked 40 hours per week, earning over $8 per hour. Only 31.7 percent of employed leavers had health insurance through work. Overall, 21.6 percent of all adult leavers and 19.3 percent of their children were uninsured. The most common source of child care for working leavers was school. Friend and relative care was also common. Among jobless leavers, 23.6 percent could not afford child care at some time after leaving. About one in eight considered lack of child care a major reason for joblessness. Only 1 in 20 employed leavers reported receiving help paying child care from the welfare office. Jobless leavers generally relied on public assistance. Most families leaving TANF stayed off. In terms of material hardship, leavers were neither better nor worse off than while on TANF, though absolute levels of hardships remained relatively high. Two appendixes contain survey information and supplemental administrative data on DC TANF leavers. (SM)

ED 450 190 UD 034 011

Guyer, Jocelyn
Maximizing Child Health Coverage Depends on Establishing an Effective System for Reallocating Unspent SCHIP Funds.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Federal Legislation; Federal Programs; Financial Support; *Health Insurance
IDENTIFIERS- *Childrens Health Insurance Program

This paper describes the State Children's Health Insurance Program's (SCHIP's) financing system, examining two alternatives under consideration for changing the system of redistributing unspent SCHIP funds. Section 1 presents background on SCHIP's financing structure (it is a block grant program, each state's share of federal SCHIP funds is established by formula, states must spend some of their own funds in order to secure federal funds, and unused SCHIP funds are reallocated). Section 2 discusses trends in SCHIP

ED 449 818   IR 058 062

German, Aimee Lynn
Science and Information Literacy on the Internet: Using the Standards Created by the Association of College and Research Libraries and Project 2061 To Create a Science Webpage Evaluation Tool.
PUB DATE- 00
NOTE- 56p.; Master's Research Paper, Kent State University. Some pages in appendices contain light type which is not legible.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Evaluation; *Evaluation Criteria; *Evaluation Methods; High Schools; Measurement Techniques; *Science Education; Science Materials; *Scientific and Technical Information; *World Wide Web

The purpose of this study was to determine if a Web site evaluation tool can be developed based on the standards articulated by Association of College and Research Libraries and Project 2061 that could effectively assess science education Web sites. The study took place at Kent Roosevelt High School in ninth grade biology classes. Students were given a lesson on science Web site evaluation, shown an example of a science Web site, and asked to evaluate a science Web site. Two of the classes evaluated a Web site that exemplified information and science literacy, while the other two classes evaluated a Web site that did not. The Alpha (Cronbach) reliability scores indicated that the evaluation tool did provide a moderately accurate measurement of content, authority, and scientific standards. T-test results indicated that the evaluation tool is useful at evaluating the content of a science Web site; however, it is unclear at this time if the evaluation tool was an accurate measure of authority, appearance and navigability, or scientific standards because the results could have been because of chance. Appendices include an example of a Web site that does not support information and science literacy, the science Web site evaluation tool, a printout of "Becky's Science Resource Center" Web pages, and a printout of Web pages from the Genetic Science Learning Center with information and activities dealing with the subject of genes. (Contains 22 references.) (AEF)

ED 449 819   IR 058 063

Garrison, Wan
Designing and Implementing an Effective Web Site: A Case Study and Project for the Choral Music Program at Kent State University.
PUB DATE- 00
NOTE- 119p.; Master of Library and Information Science Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer System Design; Computer Uses in Education; Design Preferences; Higher Education; Information Dissemination; Music Education; Program Descriptions; *Screen Design (Computers); World Wide Web
IDENTIFIERS- Kent State University OH

The existence of the World Wide Web has changed the way businesses and educational institutions, among others, present

Administration program, students will be able to configure and customize different Web servers on various platforms and troubleshoot Web applications and Web server software. Upon successful completion of the Web Application Solutions program, students will be able to use JavaScript with tools such as plug-ins and Java, and identify security holes and common bugs. Community resources have provided input into the development of the curriculum. According to the California Employment Development Department labor market industry trends and outlook for Santa Clara County for 1995-2002, data processing occupations, including computer programming services and the development and production of prepackaged computer software, will continue to record some of the fastest job growth in the country. (JA)

ED 449 839   JC 010 153

Guichard, Gus
Achieving Student Equity: History and Current Status.
PUB DATE- 00
NOTE- 17p.; Presented at Board of Governors of California Community Colleges Committee Meeting on Equity, Diversity, and Human Resources (September 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *College Attendance; *Community Colleges; Educational Research; *Higher Education; *Minority Groups; State Boards of Education; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This report provides a review of the California Community Colleges Board of Governors' policy and system progress in achieving student equity. It explores the regulatory basis for student equity; advances a definition of student equity; considers the Board's historical commitment to student success; identifies available funding sources; and examines the impact of the Board's policy in promoting access and success for all student groups. In September 1992, the Board of Governors adopted a policy on Student Equity for California's community colleges, built on the earlier programmatic approaches, which directed colleges to assure that students from historically underrepresented groups have an equal opportunity for access, success, and transfer. Appended to the regulations adopted by the Board were definitions, or "indicators," for assessing progress in achieving student equity and to assist districts in their plan development. Collectively, the community colleges have demonstrated improvement in the levels of representation of target population groups. The marginal patterns in success rates for African Americans and Hispanics would suggest, however, that there are some community colleges and districts that may have findings which warrant corrective action. (JA)

ED 449 840   JC 010 154

Robinson, Gail
Creating Sustainable Service Learning Programs: Lessons Learned from the Horizons Project, 1997-2000. Project Brief.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Colleges
IDENTIFIERS- *Pellissippi State Technical Community College TN

This 5-year strategic plan (prepared in 1994) from Pellissippi State Technical Community College in Tennessee examines macro environmental factors (including social, government, economic and technological trends); internal and external market share trends and opportunities; micro environmental factors (including organizational structure, financial operations, and mission); and resources needed to close gaps between current and desired levels of excellence for programs, services and administrative units. Strengths, weaknesses, opportunities, and threats that may affect the evolution of the college are listed. Strategic goals (and related priorities, needs, and action plans) were organized around eight critical systems: (1) curriculum development; (2) teaching and learning; (3) student support and growth; (4) organizational development; (5) community integration; (6) human resources management; (7) physical resources management; and (8) financial resources management. The goals and needs identified in this strategic plan are to be integrated into a continuing evaluation process, including development of additional benchmarks and time frames as needed to supplement the mission, values, vision, critical systems, goals and needs of the institution. (PGS)

ED 449 860   JC 010 179

Student Enrollments and Completions in the Illinois Community College System: Fiscal Year 2000.
PUB DATE- 01
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *Community Colleges; Degrees (Academic); *Enrollment; *Time to Degree; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Illinois Community College Board

This report provides information about student enrollment in Illinois' community colleges. Comparisons with past enrollments and completions, and summary data for the four previous fiscal years (1996-1999), are also presented. Detailed tables comparing fiscal year 1999 and fiscal year 2000 credit headcount, full-time equivalent (FTE) enrollments, and graduates by college are included. Highlights include: (1) the Illinois community college system recorded a total of just over one million (1,008,027) students in credit and noncredit courses in fiscal year 2000, an increase of 3.7 percent since fiscal year 1999; (2) credit-generating students accounted for about two-thirds (66.3 percent) of the overall fiscal year 2000 headcount; (3) minority (non-white) students accounted for 34.4 percent of the credit students enrolled, over one-half percent (0.7) more than in 1999; (4) baccalaureate/transfer remained the largest credit instructional program area enrolling 34.0 percent of fiscal year 2000 Illinois community college system students; (5) statewide, occupational credit program enrollments accounted for 26.4 percent of all credit students; (6) enrollments in occupational programs increased 2.8 percent from the previous year; and (7) more than 16 percent of the credit-generating students are known to have already earned some type of college certificate or degree. This includes 33,915 who earned a bachelor's degree or higher, which is an increase of 315 over last year. Appendices include Credit Enrollment Date Tables, Noncredit Course Enrollment Data Tables, and Completion Data Tables. (JA)

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Development; *Adolescents; Change Strategies; Decision Making; *High Achievement; *Motivation; *Objectives; Planning; Self Efficacy; *Success
IDENTIFIERS- *Self Awareness

Noting that during the teenage years, adolescents may be faced with life-changing decisions and challenges, this book guides adolescent readers to a better understanding of themselves, their strengths, and their desires, while helping them to devise and achieve plans for realizing their visions. The book bridges the gap between education and the real world, and provides teens with the means to boost self-esteem, avoid peer pressure, and handle daily stresses that come with being a young adult. The book's first chapter explores the success process, outlining the nine steps to success and emphasizing the importance of believing in possibilities. The remaining chapters each correspond to one of the nine steps as follows: (1) "Check Your ID," on the role of self-knowledge and self-understanding in overcoming obstacles and thinking positively; (2) "Create Your Vision," on determining what you want to achieve and setting goals to get it; (3) "Develop Your Travel Plan," on planning steps to achieving goals and staying on track; (4) "Master the Rules of the Road," on tools (determination, conscience, willpower, imagination, balance) and rules (be honest, do the work required, maintain a positive attitude, take time to think things through, look at the big picture) for achieving goals; (5) "Step into the Outer Limits," on extending our limits, calculating risk and overcoming fear, and learning from failure and criticism; (6) "Pilot the Seasons of Change," on understanding the process of change and the stages for adapting to change: letting go, sticking to your plans, holding on tight, and blossoming and growing; (7) "Build Your Dream Team," on identifying those who can help you achieve goals, using teamwork to reach goals, building trust, and maintaining and supporting relationships; (8) "Win by a Decision," on shaping your life through your decisions, recognizing good and bad decisions, and taking steps in the Winning-by-a-Decision process; and (9) "Commit to Your Vision," on committing to better your life, keeping and honoring your commitments, and committing to excellence. The book concludes with an epilogue highlighting a school-wide project to improve a Wisconsin community using the Success Process. (HTH)

ED 449 881   PS 029 141

Haven, Terry, Ed.
Measures of Child Well-Being in Utah, 2001. A Pledge to Our Children. Utah KIDS COUNT.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 110p.; For 2000 report, see ED 440 770.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accidents; Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Advocacy; Child Health; Child Welfare; *Children; *Counties; Crime; Day Care; Delinquency; Demography; Dental Health; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Enrollment;

Balter, Lawrence, Ed.
Parenthood in America: An Encyclopedia. Volumes 1 and 2. The
American Family.
PUB DATE- 00
NOTE- 745p.; Foreword by Robert B. McCall.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- *Child Development; Child Health; Child Rearing;
*Children; Encyclopedias; *Family (Sociological Unit);
Historical Interpretation; *Parent Child Relationship;
*Parents; Psychology; Sociology
IDENTIFIERS- Historical Influences; Sociology of the Family

Based on the view that insights from psychology, sociology, and medicine can enhance our understanding of the history of the family, this two-volume encyclopedia focuses on psychological aspects of the parent-child relationship, parenthood, and child development. Cultural, social, and historical matters and biological concepts are discussed when relevant. The encyclopedia is designed for use by general readers. Entries are illustrated and accompanied by suggestions for further reading. Sample topics covered in the encyclopedia are: abandonment, adoption, bilingualism, bullies and victims, circumcision, custody conflicts, dual-career families, stay-at-home fathers, foster parents, gay parents, gifted children, home schooling, incarcerated parents, literacy, night terrors, parenting styles, Jean Piaget, Sesame Street, shyness, spacing of children, Benjamin Spock, step families, television and children, twins and multiples, and domestic violence. (KB)

ED 449 901 PS 029 195

Creating High-Quality Preschool: Ideas for Supporting Early
Learning Programs. Videotape .
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Educational Finance; Educational Quality; Family
Involvement; Family Literacy; *Federal Aid; Inclusive Schools;
Parents as Teachers; Partnerships in Education; *Preschool
Education; Program Development; State Federal Aid
IDENTIFIERS- Americans with Disabilities Act 1990; Department of
Education; *Elementary Secondary Education Act Title I; Even
Start; Project Head Start

Recognizing that a quality preschool program is key to children's high achievement, this videotape presents a U.S. Department of Education teleconference on creating high quality preschool programs and federal funding available for such programs. Panelists from the Department include the director of the Early Childhood Institute in the Office of Educational Research and Improvement (OERI), the director of Compensatory Education Programs, the deputy director of Adult Education and Literacy, and the associate director of the Office of Special Education Programs. The 60-minute video begins with the chair of the Education Commission of the States discussing the role of state policymakers in creating quality preschool programs. The video then notes that funds from Title I, the Elementary Secondary Schools Act, can be used for preschool programming. The VIP

Support; Identity Formation

Providing children developmental assets such as family support, a caring neighborhood, positive values, and social skills will help them to grow up healthy, well-adjusted, and strong. This book spells out more than 1,000 practical, creative ways to build 40 key assets in children from birth to 11 years. The book describes developmental assets as grouped into eight categories: (1) support, including positive family communication and a caring neighborhood; (2) empowerment, including service to others and safety; (3) boundaries and expectations, including family boundaries, adult role models, and appropriate expectations for growth; (4) constructive use of time, including creative activities and religious community; (5) commitment to learning, including stimulating activity and homework, and reading for pleasure; (6) positive values, including caring, integrity, and responsibility; (7) social competencies, including planning and decision making, and resistance skills; and (8) positive identity, including personal power and sense of purpose. Each asset is discussed in a chapter, beginning with a general definition, followed by specific definitions for infants, toddlers, preschoolers, and elementary-age children. Activity suggestions are provided for parents, child care providers, educators, health-care professionals, congregational leaders, employers, librarians, community leaders, and children themselves. The book concludes with a 51-item annotated bibliography. (KB)

ED 449 919 PS 029 220

Roehlkepartain, Jolene L.; Leffert, Nancy
What Young Children Need To Succeed: Working Together To Build Assets from Birth to Age 11. A Leader's Guide.
PUB DATE- 00
NOTE- 151p.; For the participants' book, see PS 029 219. Based on "Starting Out Right: Developmental Assets for Children" by Nancy Leffert, Peter L. Benson, and Jolene L. Roehlkepartain," 1997, Search Institute, Healthy Communities, Healthy Youth Initiative, supported by Lutheran Brotherhood.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activities; Caregiver Child Relationship; Child Rearing; Childhood Needs; *Children; Family Relationship; Interpersonal Competence; Leaders Guides; *Learning Activities; Parent Child Relationship; Parent Education; Teacher Student Relationship; Values Education; *Workshops
IDENTIFIERS- Adult Child Relationship; Family Activities; Family Support; Identity Formation

Providing children developmental assets such as family support, a caring neighborhood, positive values, and social skills will help them grow up healthy, well-adjusted, and strong. This leader's guide provides instructions for five workshops that introduce the concept of children's assets and address how to build assets in infants, toddlers, preschoolers, and school-age children. Each workshop outline includes an overview, seven activities with instructions, and ideas for adapting activities. The guide also contains suggested resources and reproducible pages. (KB)

ED 449 920 PS 029 221

Access to Comprehensive School-Based Health Services for Children

It is becoming increasingly difficult to define a school's size in terms of the number of students who attend it in person. The definition of whether a school is large or small will become the extent to which it is networked with other places of teaching and learning. This new type of large school will have open administrative and academic structures that enable it to provide and receive educational material from other places, while a small school will have an administrative and academic structure that is largely closed to educational institutions beyond its own gates. As learning becomes more networked and institutions teach to and from one another, small, flexible, open learning centers will become more appropriate than large schools with high internal administration needs and large bureaucracies. The small rural school could become the model for the future organization of learning centers. The close alignment of school management with classroom management that is typical of small schools and the teaching methods employed in one-teacher schools where a teacher encounters multiple learning needs are more conducive to the flexible learning environments of virtual classrooms. A reassessment of the organizational and pedagogical skills of successful teachers in small schools may provide insights into an educational future based on networked learning centers. (TD)

ED 449 937 RC 022 792

Cajete, Gregory A.
Igniting the Sparkle: An Indigenous Science Education Model.
PUB DATE- 99
NOTE- 233p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; *Cognitive Style; *Cultural Context; Cultural Differences; *Culturally Relevant Education; Educational Change; Elementary Secondary Education; Holistic Approach; *Indigenous Populations; Integrated Curriculum; *Science Curriculum; Science Education; World Views
IDENTIFIERS- American Indian Students; Eurocentrism; *Indigenous Knowledge Systems

This book describes a culturally responsive science curriculum that the author has been teaching for 25 years. The curriculum integrates Native American traditional values, teaching principles, and concepts of nature with those of modern Western science. Every Indigenous culture has an orientation to learning that is metaphorically represented in its art forms, its way of community, its language, and its way of understanding itself in relationship to its natural environment. Native Americans and other Indigenous peoples have historically applied the thought process of creative science within cultural contexts, which are holistic. In most schools, science is taught from a Western cultural perspective that is preoccupied with specifics to the exclusion of contexting within wholes. Thus there is a mismatch between cultural perspectives that results in many young Native Americans and other Indigenous students becoming alienated from science. The learning styles of Native Americans are explained, and an overview of Indigenous science is presented. Later chapters examine science as a cross-cultural discipline, the creative process in science and the Native American learner, and wholism and the general systems theory and how they are mirrored in Native American ritual and myth. Finally, the model presents an approach for synthesizing the appropriate research on Native

(TD)

ED 449 954 RC 022 817

Southern Rural Development Center 1999-2000 Year in Review.
PUB DATE- 00
NOTE- 27p.; Highlighted text and graphics may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Community Services; *Educational Cooperation; *Extension Education; *Human Capital; *Land Grant Universities; Quality of Life; Rural Areas; *Rural Development; Sustainable Development; Welfare Services
IDENTIFIERS- Capacity Building; *Southern Rural Development Center MS; United States (South)

The Southern Rural Development Center (SRDC) at Mississippi State University fosters innovative approaches to sustainable rural development and builds collaborative networks among agencies, institutions, and communities. The center's key goals are to: 1) strengthen and support the capacity of Southern land-grant institutions and their partners to conduct rural development research and outreach education; 2) enhance the economic, environmental, and social well-being of rural communities; 3) strengthen the human capital of the region's rural communities; 4) improve rural Southerners' access to community services; and 5) enhance the capacity of rural communities to carry out their expanded responsibilities in the design, management, and financing of government programs. This report briefly describes the activities the SRDC has undertaken from October 1999 to September 2000: research in which the SRDC has been involved, extension education workshops and conferences the center has sponsored, publications it has produced, and efforts undertaken to support the rural development efforts of southern land-grant faculty. The nature and extent of extramural funding secured by the SRDC in support of its priority goals are outlined. A synopsis of activities carried out by the SRDC in support of the center's five priority goals is presented. Partners, board members, technical advisory committee members, staff, presentations, and conferences and meetings attended are listed. (TD)

ED 449 955 RC 022 818

Brown, Pamela J.; Muske, Glenn
Home-Based Businesses: Implications for the Rural Economy of the South. The Rural South: Preparing for the Challenges of the 21st Century, No. 16.
SPONS. AGENCY- Farm Foundation, Chicago, IL.; Economic Research Service (USDA), Washington, DC.
PUB DATE- 01
NOTE- 12p.; Also sponsored by the TVA Rural Studies Program at the University of Kentucky, and 29 Southern land grant institutions.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Role; Credit (Finance); Economic Development; *Entrepreneurship; *Extension Education; Financial Needs; Human Capital; Internet; Quality of Life; Rural Areas; *Rural Development; *Self Employment; Small Businesses;

time, SUCCEED was engaged in start-up activities and experimentation with various approaches to curricular reform. During the first five years, the coalition's primary goal was to implement, evaluate, and disseminate Curriculum 21, which was not a prescribed sequence of courses but a statement of principles for undergraduate education. Among these principles were the integration of engineering with other subjects, the enhancement of performance skills, the infusion of engineering practice into coursework, the provision of multidisciplinary team experiences, and the incorporation of information and communications technology into the classroom. Along with curriculum reform, SUCCEED was also committed to three other goals: adopting Total Quality Management principles on a coalition-wide basis; increasing retention rates, especially among women and students from underrepresented minority groups; and promoting outreach to secondary schools and community colleges. This paper reflects the findings of an ongoing evaluation of the first through fifth years of the coalition's existence. In it, we show that SUCCEED made substantial, but incomplete progress toward the accomplishment of its goals. Much progress was made toward curriculum reform especially in the areas of increased access to technology, early exposure to engineering, horizontal integration of coursework, vertical integration, and real-world work skills. Questions remain as to whether these successful programs can be institutionalized and exported to other campuses. There is also an ongoing concern about the institutional rewards structure as it relates to participation in educational reform initiatives, particularly at the large, research-oriented institutions in the coalition. This paper should benefit those who are considering forming a similar coalition as well as those who might be called upon to evaluate its success. (Author)

ED 449 975 SE 064 388

Dereshiwsky, Mary I.
"Go Figure": The Surprising Successes of Teaching Statistics Courses via Internet.
PUB DATE- 98
NOTE- 8p.; Paper contributed to the Teaching in the Community Colleges Online Conference, "Online Instruction: Trends and Issues II" (3rd, Kapiolani Community College, April 7-9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; *Distance Education; *Graduate Study; Higher Education; *Internet; *Mathematics Education; *Statistics

This paper chronicles experience in designing graduate-level statistics instruction for delivery via the internet. The paper begins with a summary of course content and specific procedures for instructional interaction via the internet. Special challenges posed by both the course content and the Internet mode of instruction are identified, and strategies for resolving the challenges are provided. Also included are comparisons of internet-based delivery of graduate-level statistics with the more traditional face-to-face mode of instructional interaction. Finally, some extensions, applications, and future directions for Internet-based quantitative instruction are outlined. (ASK)

ED 449 976 SE 064 391

practiced cooperative learning as the model of promoting student learning. It has earlier been shown that the Telemark Model does enhance many important aspects of learning and human growth. However, new demands on higher education in Norway asks for new roles of universities and colleges to make the country competitive also in the future. One of these demands is making revenuers. Revenue-making through traditional research activities is well known. The question has been raised, if even the project model can be used to add to the college incomes. In this connection the integrating effects of the Telemark Model might represent a powerful tool even in generating a cashflow into the system. The study shows that there are differences between the departments, and that project work does integrate knowledge and practice. But even if a large portion of the projects are carried out in cooperation with external partners, the economic impact on the College must be labeled "insignificant" so far. A possible conclusion is that the Telemark Model may represent large and so far almost unused resources for income generation. This can be changed by reducing the ambition of having Main Projects at the traditional "high academic level" and instead, take advantage of the integrating effects of the Model. It is then thinkable that a redefinition or extension of what "high academic level" really means will be necessary to stimulate the revenues to pour into the School. Maybe the ability to integrate many elements into a project report and presentation within a specified time may represent one solution to that problem? (Author)

ED 449 999 SE 064 580

Drinking Water Activities for Students, Teachers, and Parents.
PUB DATE- 99
NOTE- 134p.; Produced by the Environmental Protection Agency, Office of Water.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Drinking Water; Elementary Secondary Education; Environmental Education; *Science Activities; Science Instruction; *Water Pollution; *Water Quality; *Water Resources
IDENTIFIERS- *Environmental Protection Agency

This guide provides teachers with materials, information, and classroom activities to enhance any drinking water curriculum. Students can use the activity sheets to further lessons and stimulate thought. Parents can use the guide to develop science projects that will provoke thought, encourage research, and provide a scientific approach to answering questions. Water tips, facts, myths, and trivia to further awareness of drinking water issues are included. The packet is divided into six sections: a table of contents, activities for grades K-3, activities for grades 4-7, activities for grades 8-12, general information, and science projects. (SAH)

ED 450 000 SE 064 581

Atlas of Science Literacy.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Hewlett Packard Co., Cupertino, CA.; John D. and Catherine T. MacArthur

can be used to serve a variety of grades as either a coherent unit or a source for individual lessons and enrichment projects. Following an introduction, the manual is divided into these grade-level sections: Section One: Grades 2-4; Section Two: Grades 5-8; and Section Three: Grades 9-12. Appendices contain primary source materials, maps, biographical data, and related Web sites. (BT)

ED 450 021 SO 032 387

Maxwell, Louise P.; O'Connell, Libby Haight; Rosenberg, Jessica; Haight, Terry
National World War II Memorial: Save Our History TM . Teacher's Manual, Grades 4-12.
PUB DATE- 99
NOTE- 61p.; This teacher's manual is cosponsored by the National World War II Memorial Campaign.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; *Heritage Education; *Interdisciplinary Approach; Intermediate Grades; Secondary Education; Teaching Guides; *United States History; *World War II
IDENTIFIERS- *Memorials

This manual is intended to help teachers promote the study and understanding of World War II and the future National World War II Memorial. The manual contains activities in history, science, mathematics, language arts, and art. For each grade level, the manual includes readings, discussion questions, activities, and portfolio projects that are designed to enrich the current curriculum. The manual is divided into these grade-level sections: Section One: Grades 4-6; Section Two: Grades 7-9; Section Three: Grades 10-12. Contains several primary source reproductions and other resources, a glossary, maps, and suggestions for participating in the National World War II Memorial Campaign. (BT)

ED 450 022 SO 032 425

Masala, Gina B., Comp.; Mugochi, Yvonne P. C., Comp.; Gambiza, Kenneth, Comp.; Mudenge, Kudakwashe, Comp.; Saurombe, Oliver, Comp.; Gambara, Jane, Comp.; Vambe, Debra, Comp.; Gora, Jean, Comp.; Ambrick, Ian, Comp.
"Our Right To Be Heard": Voices from Child Parliamentarians in Zimbabwe.
PUB DATE- 00
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; *Childrens Rights; Citizenship Education; Civil Rights; Developing Nations; Elementary Secondary Education; Foreign Countries; *Personal Narratives
IDENTIFIERS- Childrens Reports; Historical Background; Save the Children Fund; *Zimbabwe

This booklet outlines a vision as to how the Children's Parliament can become a more powerful, representative, and effective forum to advocate for children's rights in Zimbabwe. Written by a group of current and former child parliamentarians, the booklet is meant to provoke comment and reflection, and to prompt a start among policy makers, ministry recognition of the teachers' role in developing students' understanding, particularly through assessing and building on students' background knowledge, focusing on conceptual understanding rather than recall of factual information, and establishing the relevance of the subject. Findings suggest that experiences that directly challenge beginning teachers' assumptions about children's thinking may be an effective way of developing their understanding of teaching and learning in social studies. Contains 26 references. Appendices contain protocols for student interviews and focus group interviews. (Author/BT)

ED 450 044   SO 032 550

Larkin, Julie; Dowling, Seamus
China Unit and Resource Packet. The China Project of the American Forum for Global Education.
PUB DATE- 00
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian Studies; *Beliefs; *Chinese Culture; Foreign Countries; Global Approach; Middle Schools; *Non Western Civilization; Social Studies; *World Views
IDENTIFIERS- *China; Chinese Civilization; *Chinese History; National Social Studies Standards

This unit of study focuses on belief systems from China. It is crucial that students understand there are different ways of viewing the world, all of which may be valid. The 20 lessons in the unit stem from the presumptions that place students in the role of "historian" for the duration of these China studies. The unit is divided into the following sections: "A Note to the Teacher"; "Standards Addressed in This Unit"; "Resources"; "Literacy Connections"; "Historian Tips"; "Essential Questions for Inquiry"; "Document Based Questions"; "Lesson Plans"; and "Resource Packet." The unit contains the following lessons: "Historian Tip 1: What Is a Historian?"; "Historian Tip 2: What We Already Know about China"; "Historian Tip 3: Where Is China?"; "Historian Tip 4: Maps of China"; "Historian Tip 5: The Daily Lives of the Ancient Chinese"; "Historian Tip 6: The Chinese Zodiac"; "Historian Tip 7: Oracle Bones"; "Historian Tip 8: The Chinese Writing System"; "Historian Tip 9: Chinese Paper Making"; "Historian Tip 10: Confucian Sayings"; "Historian Tip 11: Chinese Folktales and Confucius"; "Historian Tip 12: Confucian Relationships"; "Historian Tip 13: The Life of Buddha"; "Historian Tip 14: The Four Noble Truths and the Eight Fold Path"; "Historian Tip 15: Karma"; "Historian Tip 16: The Silk Route"; "Historian Tip 17: Daoism"; "Historian Tip 18: Legalism"; "Historian Tip 19: School Rules in 1315 and Today"; and "Historian Tip 20: Gender Stereotypes, China in the 1300s and the U.S. Today." (BT)

ED 450 045   SO 032 552

Arkin, Linda, Ed.
Spotlight on Confucius: Chinese Classics and Cultural Values. Updated.
PUB DATE- 00
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Bundoora, Victoria, Australia.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Childrens Writing; Discourse Analysis; Elementary Education; Elementary School Students; *Females; Feminist Criticism; Foreign Countries; Gender Issues; Process Approach (Writing); Sex Role; Sexual Identity; Writing Attitudes; Writing Evaluation
IDENTIFIERS- Australia (Victoria)

This dissertation presents the construction and development of a thesis that investigates links between discourses of gender and the production of writing by girls at primary school. The research took place over three years in a one-teacher rural school in country Victoria (Australia). The girls were aged from four to twelve. The research documents patterns in choices that seven girls made regarding their relationships to patriarchy, phallocentrism, feminisms, and each other. These patterns locate the girls as gendered subjects. Their writing is a cultural artifact representing their constructs, critiques, and resistances of locations. This thesis deals theoretically with language and poststructuralisms, including some psychoanalyses. Methodologically, it selects from micro-ethnographic and deconstructive research strategies to develop feminist poststructuralist theories of construction and repression. A research journal documenting spoken language, practices, and bodies serves as an additional representation of the girl-culture. Conversational interviews in the fourth year of the study provide a further dimension to the data, which represents home- and school-based field work. From descriptions, multiple theories of shifting subjectivities are suggested and exemplified. The thesis is thus an exploration of multiple ways to understand data by subjective engagement with it. As such, the focus of the thesis is on writing and discourse production, both its own and that of the girls. The dissertation contains the following chapters: (1) "A Study of Girls at School and An Exploration of Theories"; (2) "Poststructuralist Theories and Possibilities"; (3) "Methodology: Life-Texts, Writings and Deconstructions"; (4) "Post-Scriptions of Data"; and (5) "Endings." Appendices provide documentation. Includes a bibliography. (BB)

ED 450 067 SO 032 597

DeJaeghere, Joan
NGO Partnerships in Education: A Framework of Opportunities and Obstacles.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Conference of the Comparative and International Education Society (San Antonio, TX, March 8-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Involvement; Cross Cultural Studies; *Developing Nations; *Educational Improvement; *Educational Needs; Educational Research; Foreign Countries; International Education; Models; *Nongovernmental Organizations; *Partnerships in Education
IDENTIFIERS- Agency for International Development; Pakistan; UNICEF; World Bank

With the move toward democracy in many countries and the changes of globalization, nongovernmental organizations (NGOs) play a

DESCRIPTORS- *Adolescent Literature; *Civil Rights; *College School Cooperation; Culturally Relevant Education; *Faculty Development; Higher Education; *Interdisciplinary Approach; Language Arts; Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Secondary Education; Social Studies
IDENTIFIERS- University of Alabama

This paper discusses the evolving Professional Development School (PDS) partnership between the University of Alabama and Holt High School by illuminating an interdisciplinary civil rights unit developed by school- and university-based faculty. The study investigated how using young adult literature affected students' perspectives during the unit and examined the impact of young adult literature on preservice teachers' and university/school-based instructors' beliefs and practices. A collaborative team in social studies and language arts selected the novel, "The Watsons Go To Birmingham--1963," for the unit because of its relevance to students. The project used authentic literature to provide focus, create coherence, and enable students to understand the what and why of learning during content area instruction. It also provided increased occasions for preservice teachers to reflect on teaching as a profession. Data collection included: interviews with participants before, during, and after the unit; surveys of participating middle and high school students and student teachers; field notes; and teacher and student artifacts. Results indicated that it was useful to include literature in the content classroom, to use literature that was relevant to students, and to have a collaboration between the school-based and university-based community. (Contains 19 references.) (SM)

ED 450 087 SP 039 761

Peterson, Karen; Bercik, Janet
Frame Theory Analysis of the Cultures of Three Outstanding Teacher Induction Programs.
PUB DATE- 95
NOTE- 40p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 11-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; College School Cooperation; Elementary Secondary Education; Higher Education; *Mentors; *Partnerships in Education; Program Effectiveness

This study comparatively analyzed three exemplary beginning teacher induction programs that involved university-school district collaboration. Researchers sent letters to leading researchers in the field of induction and mentoring requesting nominations of exemplary programs. They made contact with nine of the programs and interviewed program coordinators about program organization and demographics. They looked at program components (e.g., mentoring, orientation for beginning teachers, handbooks, and stipends). They also collected data on excellence criteria (successful implementation factors, program goal attainment, and site specific goals). Data analysis provided information on positive variables seen across three exemplary sites using frame analysis theory. Each of four frames is discussed, highlighting variables in each frame which the data indicate had the most positive impact on the programs: (1) structural frame (formal structure tight/loose, research-feedback from colleagues that both affirms their teaching strengths and stretches them to consider new ideas. The videotape is designed to be used with other materials in the self-study toolkit. (SM)

ED 450 107 SP 039 782

Stop, Look, Listen: Data in a Day. Listening to Student Voices
  Self-Study Toolkit. Videotape .
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC.
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
  Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom situations)
  (055),Non-print Media (100)
DESCRIPTORS- *Data Collection; Educational Research; Elementary
  Secondary Education; Parent Participation; *Self Evaluation
  (Groups); Student Participation; Student Research; Teacher
  Researchers; Teachers; Videotape Recordings

This 18-minute VHS videotape introduces Data in a Day (DD), a tool that brings parents, teachers, and students together as researchers to collect and analyze data about their school. It shows scenes of DD being used in diverse school settings (elementary, secondary, dual-language, rural, urban, and suburban) as a way for a broad segment of the school community to learn together about how well the school is achieving its goals. Beginning with a set of questions to explore, students, teachers, and parents observe in classrooms and other settings to collect data, which they analyze and present to the larger school community. DD provides the school with an opportunity to publicly affirm its accomplishments as well as identify areas that need improvement. This videotape is designed to be used with other materials in the self-study toolkit. DD is one of four processes featured in the toolkit. (SM)

ED 450 108 SP 039 783

Parrish, Paige; Keyes, Marian; Cowley, Kimberly S.
Study of Writing Instruction in Kentucky Schools: Evaluation of
  the Facilitator Training in the School Study of Writing
  Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC.
PUB DATE- 00
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Improvement; Elementary Secondary
  Education; *Needs Assessment; *Portfolios (Background
  Materials); Program Effectiveness; Program Evaluation; *Writing
  Instruction; *Writing Skills
IDENTIFIERS- Kentucky Education Reform Act 1990

One mandate of the Kentucky Education Reform Act of 1990 is that students develop a writing portfolio. The Kentucky Department of Education and AEL, Inc., collaborated to help schools discern areas for improvement in their writing programs, then developed a needs assessment process instrument, the School Study of Writing Instruction (SSWI). This report summarizes evaluative data collected from participants in 1999 at sessions implementation of the Gibbs sample in a Bayesian framework. Examples using real data from a Dutch primary school language test are given. (Contains 1 figure, 3 tables, and 39 references.) (Author/SLD)

ED 450 128   TM 032 318

Fox, Jean-Paul; Glas, Cees A. W.
Bayesian Modeling of Measurement Error in Predictor Variables Using Item Response Theory. Research Report.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bayesian Statistics; *Error of Measurement; *Item Response Theory; *Predictor Variables
IDENTIFIERS- Gibbs Sampling; Multilevel Analysis

This paper focuses on handling measurement error in predictor variables using item response theory (IRT). Measurement error is of great important in assessment of theoretical constructs, such as intelligence or the school climate. Measurement error is modeled by treating the predictors as unobserved latent variables and using the normal ogive model to describe the relations between latent variables and their observed indicator variables. The predictor variables can be defined at any level of a hierarchical regression model. The predictor variables are latent but can be measured indirectly by using tests or questionnaires. The observed responses on these itemized instruments are related to the latent predictors by an IRT model. It is shown that the multilevel model with measurement error in the observed predictor variables can be estimated in a Bayesian framework using Gibbs sampling. Handling measurement error via the normal ogive model is compared with alternative approaches using the classical true score model. An example using real data from a mathematics test taken by 3,713 fourth graders is given. (Contains 4 tables, 1 figure, and 45 references.) (Author/SLD)

ED 450 129   TM 032 319

Veldkamp, Bernard P.
Constrained Multidimensional Test Assembly. Research Report.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability; Item Banks; *Test Construction; Test Items
IDENTIFIERS- Constraints; *Mathematical Programming; *Multidimensionality (Tests)

Two mathematical programming approaches are presented for the assembly of ability test from item pools calibrated under a multidimensional item response theory model. Item selection is based on Fisher's Information matrix. Several criteria can be used to optimize this matrix. In this paper, the A-criterion and the D-criterion are applied. In a mathematical programming approach, both criteria provide good results for the two dimensional case. Empirical examples for a two-dimensional mathematics item pool illustrate the methods. Recommendations are provided about when to apply either approach. (Contains 1 table, 2 figures, and 23 references.) (Author/SLD)

ED 450 130   TM 032 320

applying bootstrap methods to a confirmatory factor analysis, using the Statistical Package for the Social Sciences and AMOS. (Contains 1 figure, 5 tables, and 13 references.) (Author/SLD)

ED 450 150   TM 032 340

Marsh, S. Neil
Factor Scores, Structure Coefficients, and Communality Coefficients: It's All One General Linear Model.
PUB DATE- 01
NOTE- 34p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Factor Analysis; Factor Structure; *Junior High School Students; Junior High Schools; *Scores
IDENTIFIERS- *Communality; *General Linear Model

This paper explains the meaning and use of three important factor analytic statistics: factor scores, factor structure coefficients, and communality coefficients. For the discussion, 301 observations of junior high school students 11 measured variables from a previous study are analyzed. While factors provide the researcher with general information, the factor scores are weighted combinations of scores on a series of measured variables. Four methods of calculating factor scores are discussed. These are: (1) the regression method; (2) the Bartlett method (M. Bartlett, 1937), which uses least squares procedures to minimize the sum of squares of the other unique factors over the range of variables; (3) the Anderson-Rubin method (T. Anderson and H. Rubin, 1956), which is similar to the Bartlett method with an added condition requiring that factors scores be orthogonal; and (4) the Thompson method (B. Thompson, 1993). Calculating factor structure coefficients and communality coefficients is described, and what each brings to the analysis is outlined. In the example studied, the interpretable results were 5 extracted factors and 301 factor scores for each of the factors, 55 structure coefficients, and 11 communality coefficients. The combined evaluation of these statistics enables the researcher to formulate interpretations more accurately. An attachment contains the syntax reference for the analysis. (Contains 9 tables and 23 references.) (SLD)

ED 450 151   TM 032 341

Jacobs, Robert
Outliers in Statistical Analysis: Basic Methods of Detection and Accommodation.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Identification; *Statistical Analysis
IDENTIFIERS- *Outliers

Researchers are often faced with the prospect of dealing with observations within a given data set that are unexpected in

Social Services
IDENTIFIERS- New York; *Permanency Planning (Foster Care)

The Special Child Welfare Advisory Panel of the Annie E. Casey Foundation, created by the 1998 Marisol class action suit, has spent two years examining the work of New York City's Administration for Children's Services (ACS). This panel reviewed the operations of ACS, consulting with caseworkers, managers, lawyers and other advocates, birth parents, and foster families. The settlement agreement assigned the Panel the task of determining whether the ACS was acting in good faith in making efforts toward reform in the operational areas of New York City's child welfare system being reviewed. Part 1 presents an introduction to the issue. Part 2 examines changes in New York City's child welfare system over the past several years, incorporating statistical evidence and an examination of policy, system, and practice changes that have actually been implemented by ACS and contract agencies. Part 3 examines changes that are currently being implemented or planned. It is organized around recommendations and benchmarks in the Panel's prior reports. Part 4 identifies activities that would be most effective in producing further broad, lasting improvements in New York City's child welfare system, identifying two themes around which ACS could build its next set of reform efforts and suggesting concrete actions related to those themes. An appendix presents results from a questionnaire concerning front line and supervisory practice. (SM)

ED 450 172 UD 033 991

Johnson, Nicholas
A Hand Up: How State Earned Income Tax Credits Help Working Families Escape Poverty. 2000 Edition.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 00
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Low Income Groups; *Poverty; *Tax Credits; *Taxes; Urban Youth
IDENTIFIERS- *Earned Income Tax Credit; State Taxes; *Working Poor

An Earned Income Tax Credit (EITC) is a tax reduction and a wage supplement for low- and moderate-income working families. The federal government, and some states, administer an EITC through the income tax. States that enact EITCs can reduce child poverty, support welfare-to-work efforts, and cut taxes for families struggling to make ends meet. This report focuses on: (1) "The Problem: Poverty Despite Work"; (2) "Helping Make Work Pay: The Federal Earned Income Tax Credit"; (3) "Why Enact a State Earned Income Tax Credit?" (federal EITC does not lift all working families out of poverty, and state EITCs lift additional families out of poverty, complement welfare reform, and provide needed tax relief); (4) "Designing a State Earned Income Tax Credit" (refundable versus nonrefundable EITCs, setting the size of a state EITC, adjustments for family size, and workers without qualifying children); (5) "Financing a State Earned Income Tax Credit" (estimating the cost of a refundable state EITC and financing state EITCs through the Temporary Assistance for Needy Families Block Grant); and (6) "Enacting a State Earned Income Tax Credit: Case Studies." Two appendixes include the federal EITC parameters and the estimated cost of refundable state EITCs. (SM) expenditures. Section 3 examines proposals to change the reallocation system, highlighting two types of proposals that have emerged in Congress: Bilbray/Chafee and Roth/Commerce. Though both proposals would give states with unspent SCHIP funds more time to use them, the Roth/Commerce proposal is preferable, assuring that some of the unspent funds will be reallocated as current law envisions. If the reallocation process does not go forward, there could be deleterious consequences: states scaling back their child health expansions, limited ability of states that have succeeded in using their full SCHIP allotments to prepare for the coming drop in federal funding, and undermining the basic principle that SCHIP funds should go to states that can and will use them to insure children. (SM)

ED 450 191 UD 034 012

Capodilupo, Christina; Wheelock, Anne
MCAS: Making the Massachusetts Dropout Crisis Worse. MCAS Alert.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Students; Dropout Prevention; *Dropout Rate; Equal Education; High Risk Students; High Schools; High Stakes Tests; Hispanic American Students; Minority Groups; Student Motivation; Urban Schools
IDENTIFIERS- *Massachusetts

Beginning with the class of 2003, all Massachusetts students must pass the state's high stakes test, MCAS, in order to graduate, which may significantly affect Massachusetts' already high dropout rate. According to this MCAS Alert, instead of remedying the problem of students who graduate without skills, this policy threatens to push the most vulnerable students out of school. Higher dropout rates are predictable consequences of high stakes testing. Currently, African American, Hispanic, and urban students are dramatically over-represented among dropouts. Faced with failing MCAS scores, many good students begin to doubt their academic ability and ability to graduate. Research indicates that high stakes testing can actually undermine student motivation. Student interviews suggest that MCAS is as likely to drive them away from school as to motivate them. Despite foreseeable increases in dropout rates, the Massachusetts DOE has not taken any steps to anticipate, monitor, and address the impact of MCAS on dropout problems. The state should immediately: suspend the policy of linking MCAS scores to graduation; renew its commitment to dropout prevention; and begin working with local districts and professional associations to design a multifaceted assessment system to improve learning for all students. Sidebars present the predictable push-out consequences of high stakes testing and Massachusetts districts to watch. (SM)

ED 450 192 UD 034 013

Coulson, Andrew J.
Toward Market Education: Are Vouchers or Tax Credits the Better Path? Policy Analysis No. 392.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

themselves to the public. The Web provides a new means by which institutions can promote programs, disseminate information and act as a link to related Web resources. This study researches the design of Web pages and presents a case study of the development of a Web site for the Choral Music Program at Kent State University (KSU), Ohio. Discussion includes the process of discovering what the information needs are, how to attract students to the program, how to lay out an effective Web page (including the choice of fonts, colors, pictures, backgrounds, et cetera), and the best way to include sound files of pieces performed by different KSU choirs. A survey and evaluation of choral music program Web pages at other colleges and universities contributed to the design process and gave further ideas of items that might be included in the Web page being developed. The survey was followed by a search for and evaluation of music and choral Internet resources that could be included on the reference links page. The successful conclusion of this project was the mounting of a completed Web site for the Choral Music Program. Printouts of the Web site and the Web site code are appended. (Contains 96 references.) (AEF)

ED 449 820 IR 058 064

Yackin, Bethany D.
A Content Analysis of Job Announcements for Overseas Library Positions from January 1999 to May 2000.
PUB DATE- 00
NOTE- 39p.; Master of Library Science Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Employment Experience; Employment Opportunities; *Employment Qualifications; Foreign Countries; *Librarians; Masters Degrees; Media Specialists; *Occupational Information; *Overseas Employment; Work Environment

This study used a content analysis methodology to identify what qualifications employers were looking for in overseas library position announcements in three sources: "American libraries," "College and Research Libraries News," and the International Federation of Library Associations and Institutions (IFLA) Listserv. One hundred and three (103) announcements were analyzed using the following research questions: (1) Is a Master's in Library Science (M.L.S.) required? (2) Is another type of degree required? (3) Is previous library experience required? (4) How many years of library experience are required? (5) Is there a foreign language requirement? (6) In what type of library is the job located? (7) What type of library position is being advertised? (8) What is the salary? (9) Are there benefits? (10) Where is the job located? Some of the findings of the study were: an M.L.S. was asked for in about half of the postings; previous experience was usually required with many positions asking for considerable experience; foreign language abilities were not required or preferred in the majority of listings; academic libraries were the most common type of library; administrative or faculty positions were the most frequently sought type of library position; salary ranges were quite wide with benefits mentioned about one-third of the time; and the United Kingdom, Canada, and the United Arab Emirates were the three countries with the highest number of postings. A list of sources and agencies is compiled in an appendix to aid interested parties in locating a position as an overseas librarian. The coding sheet is also appended. (Contains 27 references.) (AEF)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Development; *Experiential Learning; Program Development; *School Community Programs; *School Community Relationship; *Service Learning; Two Year Colleges

The document discusses a project that sought to create sustainable service learning programs in community colleges. In 1997, the American Association of Community Colleges (AACC) (District of Columbia) began a 3-year grant project to increase the number, quality, and sustainability of service learning programs in community colleges nationwide. Fourteen colleges worked together in AACC's project, Community Colleges Broadening Horizons through Service Learning, to overcome challenges and learn valuable lessons in developing and sustaining academically based service learning programs. These Horizons Colleges used a variety of activities and strategies to ensure institutional and community support for service learning. The strategies fell into 14 categories, which include administration involvement and support; climate; community collaboration; curricular integration; and faculty development and involvement. Involving all levels of the college administration in service learning--from department chairs and deans to vice presidents and presidents--is an important strategy. Many Horizons Colleges discovered the effectiveness of service learner presentations to college governing boards. This strategy works well because students tend to be the most effective promoters of service learning. Effective service learning cannot happen without well-designed community partnerships. Regular agency orientations or training sessions can help community partners understand the difference between service learning and volunteerism. (Contains 18 references.) (JA)

ED 449 841 JC 010 156

Articulation Agreement between the Mississippi Board of Trustees of State Institutions of Higher Learning and the Mississippi State Board for Community and Junior Colleges.
PUB DATE- 00
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College Transfer Students; *Community Colleges; Higher Education; Intercollegiate Cooperation; State Universities; *Transfer Policy; *Transfer Programs; Two Year College Students
IDENTIFIERS- *Mississippi

This articulation agreement contains 156 programs of courses appropriate for community/junior college students who want to transfer to Mississippi's 8 public universities. At the bottom of each program are listed the universities that offer baccalaureate degrees. Each university will accept courses as listed on the particular transfer program without loss of credit toward the conclusion of the 4-year degree. It is intended that this articulation agreement be a minimum program transfer for all students moving from the community/junior college to the university system, as well as moving between universities in the system, acting as a "safety net" for transfer students. It is not intended to replace any individual articulation agreement between a particular community/junior college and a university, which would allow additional courses

ED 449 861 JC 010 180

Pennoyer, Susanne
Benefits and Limitations of Computer Classes in an Older Adult Learning Program.
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Community Colleges; *Computer Uses in Education; *Lifelong Learning; *Program Evaluation; Student Attitudes; *Technology Education; Two Year Colleges

This paper discusses computer classes for older people in Adult Education (AE) programs. To understand both the attraction and shortcomings of the AE computer classes that the author observed, she identifies what she perceives as the program's minimum benefits. She also discusses how the program's conceptualization as "retirement learning" may have resulted in conditions that dissatisfied some students. Over the course of ten weeks, she observed five computer classes at a highly regarded adult education program that was part of a community college and had students complete a questionnaire. The classes seem to provide entry-level education that would be adequate for most personal-use students, while serving as a first step for those who needed better training to enter more advanced, mixed-age computer classes in public or private venues. One-half to a majority of enrolled students attended class regularly. In spite of program limitations, students perceived that the classes offered benefits, such as peer environment, student-centered instruction, and basic orientation to cyberculture. In spite of a generally positive educational environment, there were issues that some students defined as problems, and administrators did not. These issues were significant in that they raised questions about program goals (i.e. rigor versus personal use) and standards of quality. Appended is the student questionnaire. Contains 14 references. (JA)

ED 449 862 JC 010 181

Environmental Scan, 2001.
PUB DATE- 01
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Demography; Economic Climate; *Educational Finance; *Environmental Scanning; Foreign Countries; Futures (of Society); Higher Education; Long Range Planning; *Strategic Planning
IDENTIFIERS- Canada; *Ontario

The 2001 Environmental Scan for the Colleges of Applied Arts and Technology of Ontario is designed to assist colleges in their strategic planning processes. It provides information about economy and labor, postsecondary education and training, student enrollment, finance, Ontario's population, public policy, and human resources. Strong domestic and international demand, a solid United States market for Canadian exports, and excellent resource commodity prices all contributed to a growth in the Canadian economy. For 2000, the business services

Exercise; Family Violence; Health Insurance; Infant Mortality; Infants; Mortality Rate; Obesity; Poverty; Prenatal Care; Preschool Education; Restraints (Vehicle Safety); School Readiness; *Social Indicators; State Surveys; Statistical Surveys; Substance Abuse; Tables (Data); Teacher Student Ratio; *Trend Analysis; Truancy; *Well Being; Youth Problems
IDENTIFIERS- Arrests; Child Mortality; *Indicators; Sexually Transmitted Diseases; *Utah; Vaccination

This KIDS COUNT report details statewide trends in the well-being of Utah's children. The statistical portrait is based on 26 indicators of children's well-being: (1) prenatal care; (2) low birth weight infants; (3) infant mortality; (4) child injury deaths; (5) unintentional injuries; (6) untreated tooth decay; (7) immunization rates; (8) suicide rates; (9) child abuse and neglect; (10) unemployment; (11) poverty; (12) lack of health insurance; (13) child care availability; (14) domestic violence; (15) juvenile and adult adjudication rates; (16) dropouts; (17) pupil/teacher ratios; (18) kindergarten readiness; (19) truancy referrals; (20) teen births; (21) illicit drug use; (22) chlamydia infection rates; (23) tobacco use; (24) overweight youth; (25) physical exercise; and (26) seat belt usage. The report begins with introductory and general population data. Part two of the report provides county and statewide trend data for each of the indicators, organized according to the following five statewide goals: (1) all children safe and happy; (2) all children residing in nurturing and economically secure family environments; (3) all communities safe and supportive; (4) all children succeed in school and are ready to work; and (5) all children choose healthy and safe behaviors. Part three of the report details findings on selected health and safety issues for 61 small areas within the state. Among the findings, positive trends are noted for infant mortality, immunizations, juvenile and adult adjudication, teen smoking, and seatbelt usage. Negative trends are noted for prenatal care, low birthweight babies, and child abuse. (SD)

ED 449 862 PS 029 154

Oklahoma Kids Count Factbook '98.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 173p.; For 1997 Factbook, see ED 418 808. Oklahoma Kids Count Partnership funded by Sarkeys Foundation, Chickasaw Nation, Kirkpatrick Family Fund, Sonic Industries, Stillwater National Bank, Drs. Carol and Roger Sheldon, Presbyterian Health Foundation, Burgess Law Firm, and the F&M Bank & Trust Company.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accidents; Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Advocacy; Child Health; Child Welfare; *Children; *Counties; Crime; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Enrollment; Infant Mortality; Infants; Mortality Rate; Poverty; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Trend Analysis; *Well Being; Youth Problems
IDENTIFIERS- Arrests; Child Mortality; *Indicators; *Oklahoma

This Kids Count report details county and statewide trends in the well-being of Oklahoma's children. The statistical portrait is based on eight indicators of child well-being: (1) low

Village in Imperial Beach, California, a district-wide program with 32 classes in several buildings on a single campus, is highlighted. The video discusses how the program has shifted from district to state and federal funding, including Title I funds. The program's parent involvement and family literacy efforts are also noted; components of family literacy programs are listed, and ways these can be incorporated into preschool programs to access additional funding such as Even Start are noted. Other federal programs that support family literacy are listed, including Migrant Education and the Reading Excellence Act. Next, how funding from the Office of Special Education Programs can be accessed for programs including children with disabilities is discussed, noting that funding can go farther when regular preschool programs are inclusive. Final discussions touch on funding for campus-based child care centers, how to break down traditional barriers to using funds in different ways, what communities should do to move toward developing quality preschool programs, and what things parents can do to help their children be ready to learn. Throughout, the video shares research resources, grant information, and relevant sites on the World Wide Web. (HTH)

ED 449 902 PS 029 196

Partners for Excellence: Families, Businesses and Communities Working Together for Schools. Satellite Town Meeting #74. Videotape .
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Community Involvement; Elementary Secondary Education; Family Involvement; *Family School Relationship; Mentors; Outreach Programs; *Parent Participation; *Partnerships in Education; Religious Organizations; *School Business Relationship; *School Community Relationship; Student Improvement; Tutoring; Videotape Recordings
IDENTIFIERS- Department of Education; Electronic Town Meetings; Riley (Richard W)

Highlighting the impact of family and community involvement on student achievement, this videotape presents a satellite town meeting hosted by Secretary of Education, Richard Riley. The 60-minute video first notes the consensus in support of education, specifically higher standards, reasonable assessment, well-trained teachers, parent involvement, and a quality educational environment. The guest panelists then respond to a moderator's questions. In addition to Secretary Riley, guests on the panel are: a counselor to Secretary Riley; a representative of the Education Foundation; superintendent of public schools for Newport News, Virginia; executive director of the Frankfort Group Ministry; and the Chattanooga, Tennessee school district parent involvement coordinator, all of whom were also involved in an educational partnership. Questions the guests respond to include: (1) how community involvement improves education; (2) how community-based organizations work with parents; (3) how community-based organizations help school districts work together; (4) how student achievement is affected when community partnerships come into the schools; and (5) how faith communities can be involved. The video then features partnerships at work at an elementary school and at a high

and Youth, 1999.
PUB DATE- 99
NOTE- 16p.; Published three times a year. for previous issues, see ED 432 358.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accreditation (Institutions); *Adolescents; *Child Health; *Children; *Comprehensive School Health Education; Elementary Secondary Education; *Health Insurance; Newsletters; Public Relations; *School Health Services; World Wide Web
IDENTIFIERS- Childrens Health Insurance Program; *School Based Health Clinics; School Based Services

This document is comprised of the three 1999 issues of the newsletter "Access," presenting information on public policy and research of interest to school-based health programs (SBHC) for children and youth. The Winter 1999 issue focuses on how SBHCs can help teachers do their jobs better by allowing them to concentrate their energies on teaching rather than on their students' health concerns, and presents findings of the 1998 state survey of SBHCs. Also included is information on the "Making the Grade" Web site. The Summer 1999 issue describes the development of SBHC state associations and provides contact information, details the growth of an SBHC coalition in Illinois, and provides additional findings from the 1998 state survey of SBHCs. The Fall 1999 issue discusses the current role of SBHCs as enrollers for the State Child Health Insurance Program (CHIP) and their possible role as CHIP providers. This issue also lists Web sites of interest, and provides findings from the 1998 survey of SBHCs regarding school-based health centers. (KB)

ED 449 921 PS 029 223

Brooks, Robert; Goldstein, Sam
Raising Resilient Children: Fostering Strength, Hope, and Optimism in Your Child.
PUB DATE- 01
NOTE- 317p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010) - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Child Rearing; Childhood Needs; Children; *Coping; Discipline; Elementary Secondary Education; *Emotional Adjustment; Emotional Development; Family School Relationship; Parent Child Relationship; Parent Education; Personality Development; *Resilience (Personality); Self Esteem

The increased stress, pressure, and demands on children today have caused an alarming increase in childhood depression, health disorders, and antisocial behavior. However, numerous scientific studies of children facing great adversity have shown just how important resilience is for successful growth. This book synthesizes a large body of literature on the concept of resilience, exploring why some children are able to overcome overwhelming obstacles while others become victims of early experiences and environments. The book demonstrates how resilience must be applied to every parenting practice to prepare our children for the challenges of today's world, explains how many parents, despite the best intentions, unwittingly undermine their children's capacity for resilience, and offers effective strategies for identifying and eliminating

American and Indigenous cultural sciences into a form and content that is readily usable by teachers of Native American students. Two appendices present areas for further research and the seven syllabi for the "Science from a Native American Perspective" curriculum. (Contains 187 references.) (TD)

ED 449 938 RC 022 793

Runyan, Jack L.
Profile of Hired Farmworkers, 1998 Annual Averages.
PUB DATE- 00
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Laborers; *Demography; Disadvantaged; Educational Attainment; *Employment Patterns; Employment Statistics; *Farm Labor; *Hispanic Americans; *Income; Labor Supply; Low Income Groups; Migrant Workers; Tables (Data); Undocumented Immigrants
IDENTIFIERS- *Labor Force Analysis

This report draws on data from the 1997 Census of Agriculture and the 1998 Current Population Survey earnings microdata file to present information on the patterns of farm labor use and the demographic and employment characteristics of hired farmworkers in the United States. Approximately 875,000 persons 15 years of age and older did hired farmwork each week as their primary job in 1998. Almost 19 percent were employed part-time, and over a third were not U.S. citizens. An additional 63,000 people did hired farmwork each week as their secondary job. Hired farmworkers were more likely than the typical U.S. wage and salary worker to be male, Hispanic, younger, less educated, never married, and not a U.S. citizen. About 57 percent of hired farmworkers completed less than the 12th grade, compared to 14 percent of all wage and salary workers. The West and South accounted for almost three-fourths of hired farmworkers. The rate of unemployment in the hired farm labor force was more than double that for all wage and salary workers. Hired farmworkers had one of the lowest median weekly earnings and one of the largest percentages of workers with family incomes less than $20,000 in 1998. However, hired farmworkers' real median weekly earnings increased 4 percent between 1990 and 1998, while earnings for all wage and salary workers increased only 2 percent. Two appendices compare demographic and earnings characteristics of hired farmworkers and all wage and salary workers, 1990-98. (Contains 18 references, 19 tables, 25 figures, and a glossary.) (TD)

ED 449 939 RC 022 798

Melton, Ada Pecos; Chino, Michelle; May, Phillip A.; Gossage, J. Phillip
Promising Practices and Strategies To Reduce Alcohol and Substance Abuse among American Indians and Alaska Natives. An OJP Issues & Practices Report.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Justice Programs.
PUB DATE- 00
NOTE- 56p.; Foreword by Attorney General Janet Reno.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132),Reports - Descriptive

Technical Assistance
IDENTIFIERS- *Home Based Employment; Microenterprises; *United States (South)

In the face of changing agriculture, an aging population, and the outflow of citizens seeking livable wages, rural Southern communities are challenged with how to enhance their economies to insure long-term business viability. Home-based businesses are an effective aspect of rural economic development. They allow flexibility and choice of work style while enabling families to remain in their community, and communities benefit by obtaining supplies and services that would otherwise not be available and because home-based businesses generate and spend money locally. However, home-based businesses need community support to make a marked difference in their community's social and economic well-being. Communities can facilitate the development and growth of home-based businesses by providing education and exposure to knowledge and skills that will enhance entrepreneurial ideas; building strong collaborations between state and private agencies and organizations, colleges, vocational-technical schools, and microlenders that are interested in strengthening businesses; increasing home-based business visibility and community involvement; facilitating networking of home-based businesses to other businesses in the community; increasing home-based businesses' access to financing; and developing local entrepreneurial leadership. (Contains 29 references.) (TD)

ED 449 956 RC 022 824

Pilla, Thomas V.
Dealing with Disproportionality in the Juvenile Justice System: The State of Washington's Approach.
SPONS. AGENCY- United States Commission on Civil Rights, Los Angeles, CA. Western Regional Office.
PUB DATE- 97
NOTE- 37p.; With assistance by Gloria Hong.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; American Indians; At Risk Persons; Blacks; Civil Rights; Delinquency; Delinquent Rehabilitation; Demography; Hispanic Americans; *Juvenile Justice; *Law Enforcement; *Minority Groups; Police Education; Racial Discrimination; *Youth Programs
IDENTIFIERS- Adjudicated Youth; African Americans; *Washington

In 1995, a report on the Washington state juvenile justice system found that minority youth were four times more likely than white youth to be sentenced to confinement. This report reviews aspects of disproportionality in Washington's juvenile justice system, summarizes inquiries by the Washington Advisory Committee to the U.S. Commission on Civil Rights, and highlights state and community efforts to address disproportionality. A section on demography and the extent of the problem examines Washington population data overall and for youth aged 10-17 by racial group; evidence of racial disproportionality in anecdotes, arrest rates, detention rates, prosecutor actions, and sentencing patterns; and positive and negative aspects of judicial discretion. Diversion programs--a legally mandated alternative to court for kids--have had some success, but problems include lack of funding, lack of community commitment, and family difficulties that prevent youth from appearing at required hearings. Statewide efforts on disproportionality include improved data collection and

Davis, Mark S.
The Electronic Biology Classroom: Implementation and Student Opinion.
PUB DATE- 98
NOTE- 10p.; Paper contributed to the Teaching in the Community Colleges Online Conference, "Online Instruction: Trends and Issues II" (3rd, Kapiolani Community College, April 7-9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; *Computer Uses in Education; Distance Education; *Educational Technology; Electronic Mail; Higher Education; Internet; *Multimedia Instruction; Optical Data Disks; Science Instruction; Teaching Methods; Videodisks
IDENTIFIERS- Microsoft PowerPoint; *Web Sites

This paper describes a method for teaching introductory biology using a multimedia approach. This methodology aimed to increase student participation, promote independent learning, and enhance computer literacy. Five multimedia tools were used to teach the course. PowerPoint slide shows were used to present lecture material; videodiscs displayed images and animations in electronic slide shows; and CD-ROMs that accompanied the textbook included interactive animations, still images, quizzes, and test banks. All students were required to obtain an e-mail account for correspondence. A survey in which students responded to several questions evaluating the course is also included. (SAH)

ED 449 977 SE 064 393

Schemmel, John J.
Reinforce Design and Construction Issues with a Comprehensive Laboratory Project.
PUB DATE- 01
NOTE- 14p.; Project funded by the University of Arkansas, Department of Civil Engineering.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cement Industry; *Civil Engineering; *Construction (Process); Course Descriptions; Design; Higher Education; Manufacturing; Science Education; Teaching Methods
IDENTIFIERS- *University of Arkansas

In 1996, a comprehensive project was introduced in the first course of Reinforced Concrete Design, CVEG 4303 at the University of Arkansas. The primary purpose of this project was to highlight issues related to the construction of reinforced concrete elements. This semester-long project involves the design, fabrication, and testing of 8-foot long reinforced concrete beams. Benefits of this project have proven to be many and diverse. Students must rely on knowledge they have gained from prior structures and construction courses and are forced to consider how to get from their own paper designs to an actual constructed element. Analysis and communication skills are refined as students must prepare written and oral presentations. Additional benefits of the project include exposure to project scheduling, preparing purchase and work orders, having to adhere to project specifications, coping with unexpected problems, and working in teams. The paper explains how this project can be introduced into the civil engineering

Foundation, Chicago, IL.; Andrew W. Mellon Foundation, New York, NY.; Pew Charitable Trusts, Philadelphia, PA.; National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 165p.; Published by the American Association for the Advancement of Science, Project 2061.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Benchmarking; Curriculum Development; Elementary Secondary Education; Learning; Mathematics Education; Science Education; *Scientific Literacy; Teaching Methods; Technology Education
IDENTIFIERS- American Assn Advancement Science Academy Conf; National Science Education Standards; *Project 2061 (AAAS)

This document presents a collection of strand maps that show how students' understanding of the ideas and skills that lead to literacy in science, mathematics, and technology might grow over time. The guide discusses strand maps in general and prose directly related to each individual map. The maps are built from benchmarks that were derived from the adult literacy goals of "Science for All Americans." The maps can be used for understanding benchmarks and standards, designing curriculum, planning instruction, developing and evaluating curriculum materials, constructing and analyzing assessment, and preparing teachers. Chapters include: (1) "The Nature of Science"; (2) "The Nature of Mathematics"; (3) "The Nature of Technology"; (4) "The Physical Setting"; (5) "The Living Environment"; (6) "The Human Organism"; (7) "Human Society"; (8) "The Designed World"; (9) "The Mathematical World"; (10) "Historical Perspectives"; (11) "Common Themes"; and (12) "Habits of Mind." (SAH)

ED 450 001 SO 031 295

Mackenzie, Jeannie
It's a Man's Job...Class and Gender in School Work-Experience Programmes. SCRE Spotlights 60.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Experiential Learning; Foreign Countries; *Gender Issues; *Job Placement; Males; Secondary Education; Secondary School Students; *Sex Discrimination; Sex Role; *Social Class; *Student Attitudes; *Work Experience Programs
IDENTIFIERS- Scotland (Strathclyde Region); Scottish Council for Research in Education

This study of school-based work experience programs examines the placements, experience, and attitudes of participating pupils from two secondary schools, focusing on the influence of class and gender expectations. All fourth year pupils in Strathclyde Region (Scotland) were offered a week of work experience with an employer. The study examines the placement allocations of three samples of young people. The first sample contained 2,644 pupils, whose placements were analyzed by gender and category. The second sample contained 147 pupils from two schools, a high percentage of whom came from unwaged or low-earning families.

officials, non-governmental organizations and young people themselves in ensuring that the Children's Parliament lives up to the high ideals that informed its creation in 1990. The booklet is a compilation of child parliamentarians' experiences to date, and it also incorporates the views of other children who have had no contact with parliament as to what they might expect from such an institution. The booklet is divided into the following sections: "Preface"; "Acknowledgments"; "Introduction"; "The Background of the Children's Parliament"; "Individual Experiences"; "Shortfalls of the Children's Parliament"; "Recommendations"; and "Conclusion." (BT)

ED 450 023 SO 032 435

Clark, Pat, Ed.
What Do We Know about Sexual Harassment in Public Schools? Equity.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Gender Issues; *Public Schools; *School Culture; *School Personnel; *Sex Fairness; *Sexual Harassment; Student Surveys
IDENTIFIERS- *Ohio; Title IX Education Amendments 1972

This brief report discusses sexual harassment in public schools and presents six recommendations for all school personnel to follow to help lower the incidence of sexual harassment. The report provides a definition of sexual harassment and cites several provisions of Title IX of the Education Amendments of 1972. Contains three resources for information. (BT)

ED 450 024 SO 032 510

Hinish, Heidi
I. M. Pei's East Building: Solving Problems of Form and Function. Teacher's Guide. School Arts: Looking/Learning.
PUB DATE- 99
NOTE- 13p.; For other guides, see SO 032 504-512.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Architects; Architectural Character; *Architecture; *Building Design; Built Environment; Elementary Secondary Education; *Interior Space; Modernism; *Museums; Teaching Guides
IDENTIFIERS- *National Gallery of Art DC; *Pei (I M)

Ieoh Ming (I. M.) Pei, born in Canton, China, came to the United States in 1935 to study architecture, first at the University of Pennsylvania, then at the Massachusetts Institute of Technology, and at Harvard University's Graduate School of Design. Today, Pei's reputation and architectural contributions are renowned worldwide. He has designed hotels, hospitals, airports, and corporate centers, and some of his best known works are libraries and museums. Stylistically, Pei is considered to be a modernist because of his strict adherence to geometry and the use of elementary forms, yet his architecture defies simple categorization. This teaching guide discusses one of I. M. Pei's most famous buildings, the East Building of the National Gallery of Art on the National Mall, in Washington, DC, dedicated on June 1, 1978. The guide first gives background

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Beliefs; *Chinese Culture; *Confucianism; Foreign Countries; Global Approach; *Moral Issues; *Non Western Civilization; *Philosophy; Secondary Education; Social Studies; Values
IDENTIFIERS- China; *Confucius

This updated set of lesson plans focuses on Confucius and Confucian thought, especially Confucian ethics. The lesson plans are divided into the following chapters: (1) "How do the Analects embody the ethical framework of Confucian thought?"; (2) "How does Confucianism affect behavior, attitudes and beliefs?"; (3) "How did other belief systems co-exist and influence the Chinese tradition?"; and (4) "To what extent is Confucianism a defining characteristic of the Chinese mentality?" Each chapter contains several subdivisions and several worksheets for each subdivision. The lesson plans provide performance objectives, background information, and suggested procedures. Selected readings are suggested for each worksheet. (BT)

ED 450 046 SO 032 556

Caught between Two Worlds: Mexico at the Crossroads. Teacher's Resource Book and Student Text . 4th Edition. Public Policy Debate in the Classroom. Choices for the 21st Century Education Project.
PUB DATE- 01
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Economics; Foreign Countries; Global Education; *International Relations; *Political Issues; Political Science; Secondary Education; Social Studies
IDENTIFIERS- Mexican History; *Mexico

This teacher resource text and student text is part of a continuing series on current and historical international issues, placing special emphasis on the importance of educating students in their participatory role as citizens. The unit seeks to bring Mexico's evolving national identity into sharper focus for U.S. high school students. Students are asked to see the world from a Mexican perspective and to contemplate current Mexican choices in the areas of economic development, political reform, and foreign relations. At the core of the unit are three distinct directions, or Futures, for Mexico in the coming years. Each Future is grounded in a clearly defined philosophy about Mexico's place in the world and offers broad guidelines on fundamental Mexican public policy issues. Includes five- and three-day lesson plans. The unit opens with an analysis of the recent controversy surrounding the revision of elementary school history textbooks in Mexico. The second lesson centers on Mexico's rich tradition of mural painting to introduce students to the concerns of individual Mexicans. The third and fourth lessons involve students in a simulation in which they act as advocates for the three Futures and as Mexican voters. In the fifth lesson, students apply their own policy recommendations for Mexico. (Author/BB)

ED 450 047 SO 032 559

Biography: Experience It. Teacher's Manual for Grades 6-12.
PUB DATE- 99
NOTE- 37p.

greater role in providing social services. Organizations such as UNICEF, USAID, and the World Bank recognize the important role that NGOs could play in education development projects, particularly in the effort to achieve universal education and improved educational quality. This paper examines the role of NGOs and the partnerships they forge to improve the delivery of educational services. The paper focuses on partnerships between international or national NGOs and local communities. It presents a framework of tensions that may exist in NGO partnership projects. This framework relies on a synthesis of relevant literature on NGO partnerships and educational partnership projects, and the author's experience in working with a partnership project in rural Pakistan. The paper considers some implications for effective educational partnerships. Contains 5 notes and 26 references. (BT)

ED 450 068 SO 032 601

Reimer, Bennett, Ed.
Performing with Understanding: The Challenge of the National Standards for Music Education.
PUB DATE- 00
NOTE- 204p.; Based on a 1996 Northwestern University Music Education Leadership Seminar.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; Elementary Secondary Education; Instructional Effectiveness; Leadership; *Music Activities; *Music Education; *Music Teachers
IDENTIFIERS- Ethnomusicology; *Musical Performance; *National Music Education Standards

This collection of essays presents key ideas and practical suggestions for implementing the National Standards for Music Education through performance. Following a Preface and Music Content Standards for Grades K-12, essays in the collection are (1) "The Power of the National Standards for Music Education" (Paul R. Lehman); (2) "What Is 'Performing with Understanding'?" (Bennett Reimer); (3) "A Snapshot of a Quality K-12 Music Program" (Dorothy A. Straub); (4) "Challenging the Status Quo in School Performance Classes: New Approaches to Band, Choir, and Orchestra Suggested by the Music Standards" (Will Schmid); (5) "What Are We 'Doing' in Music? Toward a Lifelong Involvement with Music" (Suzanne M. Shull); (6) "The Kinesthetic Connection in Performing and Understanding Music" (Marvelene C. Moore); (7) "The Band and Orchestra Rehearsal: Toward Musical Independence" (Patricia J. Hoy); (8) "Making the School Orchestra a Treasure: Teaching Musical Understanding through Performance" (Robert Gillespie); (9) "Interview with Larry Rachleff: The Heart and the Brain in Performing" (Catherine Larsen); (10) "The Challenges of Performing Choral Music of the World" (Mary Goetze); (11) "Ethnomusicological Musings: Contemplating the Standards as Agents of Cultural Transmission and Change" (Bruno Nettl); and (12) "An Agenda for Teaching Performing with Understanding" (Bennett Reimer). (BT)

ED 450 069 SO 032 642

Hepburn, Mary A.
Violence in Audio-Visual Media: How Educators Can Respond. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01

based, change built into the structure, and outcomes/impact); (2) human resource frame (leadership people/task-centered, feedback process, reflective practice, teacher professionalization/job enlargement, close to the customer, personal/professional support, confidence building, and peer support component); (3) political frame (interaction/fit of players); and (4) symbolic frame (win-win, emphatic responses, and part of the larger management philosophy). (Contains 13 references.) (SM)

ED 450 088 SP 039 762

Johnson, Andrew P.
Student Teaching Handbook.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; Check Lists; *Cooperating Teachers; Elementary Secondary Education; Higher Education; Lesson Plans; Preservice Teacher Education; Student Teacher Evaluation; Student Teacher Supervisors; *Student Teaching; Teacher Role
IDENTIFIERS- Mankato State University MN

This document contains a set of guidelines, forms, and checklists, for student teaching. It is a guide for students, teachers, faculty, advisors, and administrators at Mankato State University, Minnesota, and in the public schools. All of the ideas within the document can be adapted for use in a variety of clinical experiences or student teaching programs. After defining relevant terms, the document outlines the cooperating teacher's role in observation, preteaching, student teaching, and evaluation. It explains that student teaching experiences will vary, and it presents the performance-based standards expected of student teachers at Mankato State University and described by the Minnesota Board of Teaching and the Interstate New Teacher Assessment and Support Consortium. The next section examines the university supervisor's role. The final section lists six objectives that student teachers should achieve by the end of the experiences. The appendixes, which comprise the bulk of the document, include: a cooperating teacher's checklist of time line of activities; a student teaching observation form; a mid-term and final progress report; a checklist of elementary experiences; a checklist of secondary and other experiences; lesson plans; and a videotape/audiotape analysis form. (SM)

ED 450 089 SP 039 763

Peterson, Karen M.
The Importance of Support through Induction Programming in the Teacher Socialization Process.
PUB DATE- 96
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 2-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

to train them as potential facilitators for schools interested in conducting a SSWI, a process in the form of a handbook which lets schools compare different perspectives about the writing portfolio program. Data from interviews, reports, and evaluation forms indicate that participants considered the SSWI a well-designed, research-based, self-explanatory tool that schools could use in improvement efforts targeting writing instruction. They seemed pleased with the potential benefits of the process and felt the handbook had great utility for consolidation planning and needs assessment. The training sessions were well-received and successfully accomplished their purpose of introducing the research findings and study process, preparing participants to promote use of the SSWI in schools, and instructing participants in required tasks. Appended are a training agenda, evaluation forms, and a completed evaluation standards checklist. (SM)

ED 450 109 SP 039 785

The Jossey-Bass Reader on Technology and Learning. The Jossey-Bass Education Series.
PUB DATE- 00
NOTE- 341p.; Introduction by Roy D. Pea.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Standards; Access to Education; Computer Literacy; *Computer Uses in Education; Educational Change; *Educational Technology; Elementary Secondary Education; Equal Education; Females; Higher Education; Internet; Learning Disabilities; National Standards; Science Education; Scores; Sex Differences; Teaching Methods; Womens Education

This collection of papers includes: "Introduction" (Roy D. Pea); (1) "Summary of Findings and Recommendations from the Report to the President on the Use of Technology to Strengthen K-12 Education in the United States" (President's Committee of Advisors on Science and Technology, Panel on Educational Technology); (2) "National Educational Technology Standards for Students" (International Society for Technology in Education); (3) "New Technology Standards for Teachers" (California Commission on Teacher Credentialing); (4) "Excerpts from Long-Range Plan for Technology, 1996-2010" (State Board of Education, Texas); (5) "Challenges of Creating a Nation of Technology-Enabled Schools" (Thomas K. Glennan and Arthur Melmed); (6) "Internet Use by Teachers" (Henry Jay Becker); (7) "The Link to Higher Scores" (Jeff Archer); (8) "The Digital Divide" (Don Tapscott); (9) "Should We Be Worried? What the Research Says about Gender Differences in Access, Use, Attitudes, and Achievement with Computers" (Heather Kirkpatrick and Larry Cuban); (10) "Girl Games and Technological Desire" (Cornelia Brunner, Dorothy T. Bennett, and Margaret Honey); (11) "Rethinking How to Invest in Technology" (Chris Dede); (12) "The World's the Limit in the Virtual High School" (Sheldon Berman and Robert Tinker); (13) "Computer Technology, Science Education, and Students with Learning Disabilities" (David Kumar and Cynthia L. Wilson); (14) "The Computer Doesn't Embarrass Me" (Ted S. Hasselbring, Laura Goin, Rose Taylor, Brian Bottge, and Patrick Daley); (15) "Digital Literacy" (Paul Gilster); (16) "Computers and Computer Cultures" (Seymour Papert); (17) "Teaching by Machine" (David Tyack and Larry Cuban); (18) "The Evolution of Instruction in Technology-Rich Classrooms" (Judith Haymore Sandholtz, Cathy Ringstaff, and David C. Dwyer); (19) "Redefining Computer Appropriation: A Five-Year Study of ACOT Students" (Robert J. Tierney); (20)

Veldkamp, Bernard P.
Modifications of the Branch-and-Bound Algorithm for Application in Constrained Adaptive Testing. Research Report.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; Algorithms; *Computer Assisted Testing; *Test Construction; Test Items
IDENTIFIERS- *Branch and Bound Method; Constraints; *Mathematical Programming

A mathematical programming approach is presented for computer adaptive testing (CAT) with many constraints on the item and test attributes. Because mathematical programming problems have to be solved while the examinee waits for the next item, a fast implementation of the Branch-and-Bound algorithm is needed for this approach. Eight modifications of the algorithm especially designed for application in CAT are described. In order to investigate the effects of the modifications, two empirical examples using simulation were studied. The modified Branch-and-Bound algorithm selected the items in the adaptive tests in a realistic amount of time, while the resulting tests met the constraints. (Contains 2 tables, 1 figure, and 17 references.) (Author/SLD)

ED 450 131 TM 032 321

Glas, Cees A. W.; Vos, Hans J.
Adaptive Mastery Testing Using a Multidimensional IRT Model and Bayesian Sequential Decision Theory. Research Report.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; *Bayesian Statistics; Classification; *Computer Assisted Testing; Item Response Theory; *Mastery Tests; *Test Construction; Test Items
IDENTIFIERS- Multidimensionality (Tests); *Sequential Testing; Testlets

This paper focuses on a version of sequential mastery testing (i.e., classifying students as a master/nonmaster or continuing testing and administering another item or testlet) in which response behavior is modeled by a multidimensional item response theory (IRT) model. First, a general theoretical framework is outlined that is based on a combination of Bayesian sequential decision theory and multidimensional IRT. Then how multidimensional IRT-based sequential master testing can be generalized to adaptive item- and testlet-selection rules is discussed for the case where the choice of the next item or testlet to be administered is optimized using the information from previous responses. Both compensatory and conjunctive loss structures are considered. Simulation studies are used to evaluate: (1) the performance, in terms of average loss, of multidimensional IRT-based sequential mastery testing as a function of the number of items administered per testing stage; (2) the effects on average loss when turning the sequential procedure into an adaptive sequential procedure; and (3) the impact on average loss when the multidimensional structure is ignored and a unidimensional IRT model is used in the decision procedure. (Contains 9 tables and 20 references.) (Author/SLD) terms of their great distance from the concentration of observations. For their potential to influence the mean disproportionately, thus affecting many statistical analyses, outlying observations require special care on the part of the researcher. It is suggested that decisions about how to go about discarding or incorporating such outliers be made with careful consideration as to the implications associated with the various procedures for doing so. Several methods for dealing with outliers are illustrated. (Contains 2 tables and 10 references.) (Author/SLD)

ED 450 152 TM 032 342

French, Christine L.
A Review of Classical Methods of Item Analysis.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Item Analysis; Item Response Theory; *Selection; *Test Items

Item analysis is a very important consideration in the test development process. It is a statistical procedure to analyze test items that combines methods used to evaluate the important characteristics of test items, such as difficulty, discrimination, and distractibility of the items in a test. This paper reviews some of the classical methods for item analysis. The paper also provides an explanation of common item analysis procedures, which aid in the selection of appropriate test items. In addition, the major limitation of some of the classical methods of item analysis and some benefits of other methods, such as Item Response Theory, are discussed. (Contains 1 table and 12 references.) (Author/SLD)

ED 450 153 TM 032 343

George, Carrie A.
Problems and Issues in Meta-Analysis.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Effect Size; *Error of Measurement; *Meta Analysis; Social Science Research
IDENTIFIERS- Research Replication

Single studies, by themselves, rarely explain the effect of treatments or interventions definitively in the social sciences. Researchers created meta-analysis in the 1970s to address this need. Since then, meta-analytic techniques have been used to support certain treatment modalities and to influence policymakers. Although these techniques originally showed great promise, criticisms of the method have developed. This paper explores the problems and issues associated with meta-analysis. These include problems of comparison of

ED 450 173 UD 033 992

Hurley, Eric A.; Chamberlain, Anne; Slavin, Robert E.; Madden, Nancy A.
Effects of Success for All on TAAS Reading: A Texas Statewide Evaluation. Report No. 51.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Elementary Education; Elementary School Students; High Risk Students; Hispanic American Students; Minority Groups; Program Effectiveness; Program Evaluation; *Reading Improvement; *Reading Programs; *Student Evaluation
IDENTIFIERS- *Success for All Program; *Texas Assessment of Academic Skills

This report presents analyses of data from the Texas Assessment of Academic Skills (TAAS) reading measures. It evaluates outcomes in all of the 111 Texas schools that began Success for All from 1994-97. Success for All is a comprehensive reform model for elementary schools, especially Title I schoolwide projects. TAAS reading scores were collected in all elementary grades starting in grade 3, so the analyses presented here evaluate the effects of Success for All in the upper-elementary grades. This analysis is the largest evaluation of Success for All and is the first large-scale study to examine results separately by student ethnicity. The Texas statewide data reported here show that Success for All schools are significantly and substantially closing the gap in TAAS reading performance between themselves and the far less impoverished schools in the rest of the state. This is particularly true for African American and Hispanic students, for whom the gap with white students closed significantly more than it did for African American and Hispanic students in other schools. Research on Success for All holds out the possibility that programs designed to ensure the reading success of all children may be particularly beneficial for African American and Hispanic children, who have historically been underserved in American schools. (Contains 19 references.) (Author/SM)

ED 450 174 UD 033 993

Dana, Richard H., Ed.
Handbook of Cross-Cultural and Multicultural Personality Assessment. Personality and Clinical Psychology Series.
PUB DATE- 00
NOTE- 719p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Acculturation; African Culture; Afrocentrism; Alaska Natives; American Indians; *Cultural Differences; Cultural Pluralism; *Ethnicity; Foreign Countries; Hispanic Americans; Jews; *Personality Assessment; Racial Identification; Statistical Bias
IDENTIFIERS- Brazil; Europe; Holtzman Inkblot Technique; Minnesota Multiphasic Personality Inventory; Null Hypothesis; Portugal; Rorschach Test; Tell Me A Story Test; Thematic Appreciation Test

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Educational Finance; *Educational Vouchers; Elementary Secondary Education; *Private School Aid; Private Schools; *School Choice; *Tax Credits
IDENTIFIERS- Profit Making Schools

This paper compares voucher and tax credit programs on how well they manifest the necessary conditions for market education and allow all families to participate in that market. Voucher programs include targeted and universal programs. The tax credit proposal is a nonrefundable, education credit composed of: a parental choice credit for taxpayers with dependent school age children and a scholarship component to allow businesses and individuals to write off donations made to scholarship-granting organizations. Conditions necessary for operating an effective education market are: parental choice; direct parental financial responsibility; freedom for educators; competition among educators; the profit motive for educators; and universal access. Tax credits are more effective at implementing freedoms and incentives necessary for effective operation of the market, offering greater resistance to new regulation, decreasing the risk of fraud and corruption, and avoiding problems arising from state funding of religious schools. They also have some weaknesses, which make them difficult to implement in certain states. Universal voucher programs effectively guarantee funding to all needy families but dramatically increase the risk of government intervention. Targeted voucher programs provide funding to the poorest families but would leave middle- and upper-income families with strong financial disincentives to choose private schools. (SM)

ED 450 193 UD 034 014

Patterson, James T.
Brown v. Board of Education: A Civil Rights Milestone and Its Troubled Legacy. Pivotal Moments in American History.
PUB DATE- 01
NOTE- 285p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Black Students; Civil Rights; Elementary Secondary Education; Equal Education; Federal Legislation; Public Schools; *Racial Segregation; *School Desegregation; *School Segregation
IDENTIFIERS- *Brown v Board of Education; Supreme Court

This book presents a narrative version of Brown v. Board of Education of Topeka, Kansas, which struck down state-sponsored racial segregation in America's schools. It analyzes the origins and consequences of that landmark case, illuminating the legal, political, and social implications of this decision. The book weaves many controversial issues into the story, presenting the views and experiences of such people as Thurgood Marshall, the NAACP attorney who won the case; Chief Justice Earl Warren, new to the Court, who steered a deeply fractured court to its landmark verdict; Kenneth and Mamie Clark, African American psychologists whose research helped persuade the Court that segregation damaged the psyche of black students; and Governor George Wallace of Alabama, who was an ardent segregationist. After a preface, "Contesting the Color Line," the 10 chapters include: (1) "Race and the Schools Before Brown"; (2) "The Grass Roots and Struggling Lawyers"; (3) "The Court Decides"; (4) "Crossroads, 1954-55"; (5) "Southern Whites Fight Back"; (6) "Striving for Racial Balance in the 1960s"; (7) "The Burger Court Surprises"; (8) "Stalemates"; (9)

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(171) Multilingual/Bilingual Materials

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4p. L1 ED 449 633

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4p. L1 ED 449 632

(080) Journal Articles

Americans with Disabilities Act (ADA) Accessibility Guidelines for Buildings and Facilities; Play Areas; Final Rule. Federal Register, Part IV: Architectural and Transportation Barriers Compliance Board, 36 CFR Part 1191.
35p. L1 ED 449 650

Aspects theoretiques et methodologiques de la recherche sur le traitement discursif des representations sociales (Theoretical and Methodological Aspects of Research on the Discourse Analysis of Social Representations).
18p. L1 ED 449 683

Definir le bilinguisme. Catalogue des criteres retenus pour la definition discursive du bilinguisme (Defining Bilingualism. Catalogue of Criteria Used for the Discursive Definition of Bilingualism).
23p. L1 ED 449 685

Developmental Considerations in Selecting Books for Children.
6p. L1 ED 449 486

Disponibilite sociale des representations: approche linguistique (Social Availability and Representations: Linguistic Approach).
16p. L1 ED 449 684

La notion de contrastive dans la mise en mots des representations sociales. Remarques methodologiques sur le bilinguisme en Vallee d'Aoste (The Notion of Contrastivity in the Verbalization of Social Representations. Methodological Remarks on Bilingualismin the Vallee d'Aoste).
19p. L1 ED 449 689

Les designations de la personne bilingue: approche linguistique et discursive (Designations of a Bilingual Person: Linguistic and Discursive Approach).
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13p. L1 ED 449 678

Measuring Speaking Skills through Multidimensional Performance Tests.
17p. L1 ED 449 680

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(021) Collected Works - Proceedings

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(090) Legal/Legislative/Regulatory Materials

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Articulation Agreement between the Mississippi Board of Trustees of State Institutions of Higher Learning and the Mississippi State Board for Community and Junior Colleges.
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(150) Speeches/Meeting Papers

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(022) Collected Works - Serials

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(022) Collected Works - Serials (Continued)

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(100) AudioVisual Non-Print Materials

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(101) Computer Programs

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CE081311	ED449367
CE081312	ED449368//
CE081313	ED449369
CE081314	ED449370
CE081315	ED449371
CE081316	ED449372
CE081317	ED449373
CE081318	ED449374
CE081319	ED449375
CE081320	ED449376
CE081321	ED449377
CE081349	ED449378
CE081351	ED449379
CE081352	ED449380
CE081353	ED449381
CE081354	ED449382
CE081355	ED449383
CE081356	ED449384
CE081357	ED449385
CE081359	ED449386

CG - Counseling and Student Services

CG029537	ED449387
CG029765	ED449388
CG029773	ED449389
CG029836	ED449390
CG029837	ED449391
CG029840	ED449392
CG029841	ED449393
CG029842	ED449394
CG029843	ED449395
CG029844	ED449396
CG029845	ED449397
CG029846	ED449398
CG030508	ED449399
CG030536	ED449400
CG030540	ED449401
CG030541	ED449402
CG030575	ED449403
CG030586	ED449404
CG030589	ED449405
CG030592	ED449406
CG030595	ED449407
CG030596	ED449408
CG030597	ED449409
CG030599	ED449410
CG030614	ED449411
CG030623	ED449412

TM032329	ED450139
TM032330	ED450140
TM032331	ED450141
TM032332	ED450142
TM032333	ED450143
TM032334	ED450144
TM032335	ED450145
TM032336	ED450146
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TM032338	ED450148
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TM032340	ED450150
TM032341	ED450151
TM032342	ED450152
TM032343	ED450153
TM032344	ED450154
TM032345	ED450155
TM032346	ED450156
TM032347	ED450157
TM032348	ED450158
TM032350	ED450159
TM032351	ED450160

UD - Urban Education

UD033690	ED450161
UD033726	ED450162
UD033754	ED450163
UD033980	ED450164
UD033984	ED450165
UD033985	ED450166//
UD033986	ED450167
UD033987	ED450168
UD033988	ED450169
UD033989	ED450170
UD033990	ED450171
UD033991	ED450172
UD033992	ED450173
UD033993	ED450174//
UD033994	ED450175
UD033995	ED450176
UD033996	ED450177
UD033998	ED450178
UD033999	ED450179
UD034001	ED450180
UD034002	ED450181
UD034003	ED450182
UD034004	ED450183
UD034005	ED450184
UD034006	ED450185
UD034007	ED450186
UD034008	ED450187
UD034009	ED450188
UD034010	ED450189
UD034011	ED450190
UD034012	ED450191
UD034013	ED450192
UD034014	ED450193//
UD034015	ED450194
UD034016	ED450195
UD034017	ED450196
UD034018	ED450197
UD034019	ED450198
UD034020	ED450199

CG030624	ED449413
CG030626	ED449414
CG030633	ED449415//
CG030634	ED449416
CG030638	ED449417
CG030641	ED449418
CG030644	ED449419
CG030649	ED449420
CG030652	ED449421
CG030653	ED449422
CG030656	ED449423
CG030657	ED449424
CG030658	ED449425
CG030661	ED449426
CG030662	ED449427
CG030663	ED449428
CG030665	ED449429
CG030667	ED449430
CG030668	ED449431
CG030670	ED449432
CG030671	ED449433
CG030672	ED449434
CG030673	ED449435
CG030674	ED449436
CG030675	ED449437
CG030676	ED449438//
CG030677	ED449439//
CG030678	ED449440//
CG030679	ED449441//
CG030680	ED449442//
CG030685	ED449443
CG030686	ED449444
CG030689	ED449445
CG030691	ED449446
CG030693	ED449447
CG030694	ED449448
CG030706	ED449449
CG030707	ED449450
CG030708	ED449451
CG030709	ED449452
CG030710	ED449453
CG030714	ED449454
CG030715	ED449455
CG030717	ED449456
CG030718	ED449457
CG030719	ED449458
CG030724	ED449459
CG030727	ED449460

CS - Reading, English, and Communication

CS014188	ED449461
CS014189	ED449462
CS014190	ED449463
CS014217	ED449464
CS014220	ED449465
CS014221	ED449466
CS014222	ED449467
CS014223	ED449468
CS014225	ED449469
CS014226	ED449470
CS014228	ED449471
CS014229	ED449472
CS014230	ED449473

UD034021	ED450200
UD034022	ED450201
UD034024	ED450202
UD034025	ED450203
UD034026	ED450204
UD034027	ED450205
UD034028	ED450206
UD034029	ED450207
UD034030	ED450208

CS014231	ED449474
CS014232	ED449475
CS014239	ED449476
CS014240	ED449477
CS014244	ED449478
CS014245	ED449479
CS014246	ED449480
CS014248	ED449481
CS014249	ED449482
CS014252	ED449483
CS014253	ED449484
CS014254	ED449485
CS014255	ED449486
CS014256	ED449487
CS014257	ED449488
CS014259	ED449489
CS014260	ED449490
CS014261	ED449491
CS014266	ED449492
CS014267	ED449493
CS014270	ED449494
CS217124	ED449495//
CS217127	ED449496//
CS217136	ED449497//
CS217137	ED449498//
CS217138	ED449499//
CS217139	ED449500//
CS217147	ED449501//
CS217149	ED449502//
CS217150	ED449503//
CS217330	ED449504
CS217333	ED449505
CS217369	ED449506
CS217370	ED449507
CS217371	ED449508
CS217374	ED449509
CS217375	ED449510
CS217376	ED449511
CS217377	ED449512
CS217380	ED449513
CS217382	ED449514
CS217383	ED449515
CS217402	ED449516
CS217403	ED449517
CS217405	ED449518
CS217407	ED449519
CS217408	ED449520
CS217410	ED449521
CS217411	ED449522
CS217412	ED449523
CS217413	ED449524
CS217414	ED449525
CS217415	ED449526
CS217416	ED449527
CS217417	ED449528
CS217418	ED449529
CS217419	ED449530
CS510481	ED449531
CS510485	ED449532
CS510491	ED449533
CS510493	ED449534
CS510496	ED449535
CS510497	ED449536
CS510498	ED449537

CS510500	ED449538
CS510503	ED449539
CS510506	ED449540

EA - Educational Management

EA030490	ED449541
EA030592	ED449542
EA030667	ED449543
EA030685	ED449544
EA030708	ED449545
EA030712	ED449546
EA030713	ED449547
EA030715	ED449548
EA030786	ED449549
EA030822	ED449550
EA030824	ED449551
EA030825	ED449552
EA030826	ED449553
EA030827	ED449554
EA030828	ED449555//
EA030830	ED449556
EA030845	ED449557
EA030846	ED449558
EA030847	ED449559
EA030848	ED449560
EA030849	ED449561
EA030850	ED449562
EA030851	ED449563
EA030852	ED449564
EA030853	ED449565
EA030854	ED449566
EA030855	ED449567
EA030856	ED449568
EA030857	ED449569
EA030858	ED449570
EA030859	ED449571
EA030860	ED449572
EA030861	ED449573
EA030862	ED449574
EA030863	ED449575
EA030864	ED449576
EA030865	ED449577
EA030866	ED449578
EA030867	ED449579
EA030868	ED449580
EA030869	ED449581
EA030870	ED449582
EA030871	ED449583

EC - Disabilities and Gifted Education

EC308188	ED449584//
EC308189	ED449585//
EC308190	ED449586
EC308191	ED449587
EC308192	ED449588
EC308193	ED449589
EC308194	ED449590
EC308195	ED449591
EC308196	ED449592
EC308198	ED449593
EC308199	ED449594
EC308200	ED449595

EC308202	ED449596
EC308203	ED449597
EC308204	ED449598
EC308205	ED449599
EC308206	ED449600
EC308207	ED449601
EC308208	ED449602
EC308209	ED449603
EC308210	ED449604
EC308211	ED449605
EC308212	ED449606
EC308213	ED449607
EC308214	ED449608
EC308215	ED449609
EC308216	ED449610
EC308217	ED449611
EC308218	ED449612
EC308219	ED449613
EC308220	ED449614
EC308221	ED449615
EC308222	ED449616
EC308223	ED449617
EC308224	ED449618
EC308225	ED449619
EC308226	ED449620
EC308227	ED449621
EC308228	ED449622
EC308229	ED449623
EC308230	ED449624
EC308231	ED449625
EC308232	ED449626
EC308233	ED449627
EC308234	ED449628
EC308235	ED449629
EC308236	ED449630
EC308237	ED449631
EC308238	ED449632
EC308239	ED449633
EC308240	ED449634
EC308241	ED449635
EC308242	ED449636
EC308243	ED449637
EC308244	ED449638//

EF - Erie Facility

EF005152	ED449639
EF005155	ED449640
EF005156	ED449641
EF005323	ED449642
EF005370	ED449643
EF005829	ED449644
EF005830	ED449645
EF005834	ED449646
EF005835	ED449647
EF005836	ED449648
EF005838	ED449649
EF005839	ED449650
EF005841	ED449651
EF005842	ED449652
EF005844	ED449653
EF005847	ED449654
EF005848	ED449655
EF005849	ED449656

EF005850	ED449657
EF005891	ED449658//
EF005938	ED449659

FL - Language and Linguistics

FL026546	ED449660
FL026547	ED449661
FL026548	ED449662
FL026549	ED449663
FL026560	ED449664
FL026561	ED449665
FL026562	ED449666
FL026563	ED449667
FL026564	ED449668//
FL026566	ED449669
FL026567	ED449670
FL026568	ED449671//
FL026569	ED449672//
FL026572	ED449673
FL026573	ED449674
FL026574	ED449675
FL026576	ED449676//
FL026579	ED449677//
FL026580	ED449678
FL026581	ED449679
FL026582	ED449680
FL026583	ED449681
FL026584	ED449682
FL026585	ED449683
FL026586	ED449684
FL026587	ED449685
FL026588	ED449686
FL026589	ED449687
FL026590	ED449688
FL026591	ED449689
FL026592	ED449690
FL026593	ED449691

HE - Higher Education

HE033053	ED449692
HE033692	ED449693
HE033693	ED449694
HE033694	ED449695
HE033695	ED449696
HE033696	ED449697
HE033697	ED449698
HE033698	ED449699
HE033699	ED449700
HE033700	ED449701
HE033701	ED449702
HE033702	ED449703
HE033703	ED449704
HE033704	ED449705
HE033705	ED449706
HE033706	ED449707
HE033707	ED449708
HE033708	ED449709
HE033709	ED449710
HE033710	ED449711
HE033712	ED449712
HE033713	ED449713//
HE033714	ED449714//

HE033715	ED449715
HE033716	ED449716
HE033717	ED449717
HE033718	ED449718
HE033719	ED449719
HE033720	ED449720
HE033721	ED449721
HE033722	ED449722
HE033723	ED449723
HE033724	ED449724
HE033725	ED449725
HE033726	ED449726
HE033727	ED449727
HE033728	ED449728
HE033729	ED449729
HE033730	ED449730
HE033731	ED449731
HE033732	ED449732
HE033733	ED449733
HE033734	ED449734
HE033735	ED449735
HE033736	ED449736
HE033737	ED449737
HE033738	ED449738
HE033739	ED449739
HE033740	ED449740
HE033741	ED449741
HE033743	ED449742
HE033744	ED449743
HE033745	ED449744
HE033746	ED449745
HE033747	ED449746
HE033748	ED449747
HE033749	ED449748
HE033750	ED449749
HE033753	ED449750
HE033754	ED449751//
HE033755	ED449752//
HE033756	ED449753//
HE033758	ED449754
HE033760	ED449755
HE033761	ED449756
HE033762	ED449757
HE033763	ED449758//
HE033764	ED449759
HE033765	ED449760
HE033768	ED449761
HE033769	ED449762//
HE033770	ED449763
HE033771	ED449764
HE033772	ED449765
HE033773	ED449766
HE033774	ED449767
HE033775	ED449768//
HE033781	ED449769
HE033782	ED449770
HE033783	ED449771
HE033784	ED449772
HE033785	ED449773
HE033786	ED449774
HE033787	ED449775
HE033788	ED449776
HE033802	ED449777
HE033803	ED449778

IR - Information and Technology

IR020452	ED449779//
IR020529	ED449780//
IR020530	ED449781//
IR020537	ED449782
IR020538	ED449783
IR020539	ED449784//
IR020542	ED449785
IR020543	ED449786
IR020544	ED449787//
IR020548	ED449788
IR020553	ED449789
IR020554	ED449790
IR020556	ED449791
IR020557	ED449792
IR020558	ED449793
IR020565	ED449794
IR020566	ED449795
IR020575	ED449796
IR057938	ED449797//
IR057939	ED449798//
IR057967	ED449799//
IR057968	ED449800//
IR057970	ED449801
IR057971	ED449802
IR057972	ED449803//
IR057973	ED449804
IR057974	ED449805
IR057975	ED449806
IR057976	ED449807//
IR057978	ED449808
IR057979	ED449809
IR057980	ED449810
IR058055	ED449811
IR058056	ED449812
IR058057	ED449813
IR058058	ED449814
IR058059	ED449815
IR058060	ED449816
IR058061	ED449817
IR058062	ED449818
IR058063	ED449819
IR058064	ED449820
IR058065	ED449821
IR058066	ED449822

JC - Community Colleges

JC010128	ED449823
JC010134	ED449824
JC010135	ED449825
JC010136	ED449826
JC010137	ED449827
JC010138	ED449828
JC010140	ED449829
JC010141	ED449830
JC010142	ED449831
JC010143	ED449832
JC010144	ED449833
JC010145	ED449834
JC010148	ED449835
JC010149	ED449836

JC010151	ED449837
JC010152	ED449838
JC010153	ED449839
JC010154	ED449840
JC010156	ED449841
JC010157	ED449842
JC010158	ED449843
JC010159	ED449844
JC010161	ED449845
JC010162	ED449846
JC010164	ED449847
JC010165	ED449848
JC010166	ED449849
JC010167	ED449850
JC010168	ED449851
JC010169	ED449852
JC010170	ED449853
JC010171	ED449854
JC010172	ED449855
JC010173	ED449856
JC010174	ED449857
JC010175	ED449858
JC010177	ED449859
JC010179	ED449860
JC010180	ED449861
JC010181	ED449862
JC010182	ED449863
JC010184	ED449864
JC010185	ED449865//
JC010186	ED449866
JC010189	ED449867//
JC990499	ED449868
JC990500	ED449869
JC990526	ED449870
JC990527	ED449871
JC990528	ED449872
JC990529	ED449873
JC990531	ED449874
JC990532	ED449875
JC990533	ED449876

PS - Elementary and Early Childhood Education

PS027443	ED449877//
PS028239	ED449878//
PS028639	ED449879//
PS028859	ED449880//
PS029141	ED449881
PS029154	ED449882
PS029162	ED449883
PS029168	ED449884
PS029169	ED449885
PS029170	ED449886
PS029172	ED449887
PS029173	ED449888
PS029176	ED449889
PS029177	ED449890
PS029178	ED449891
PS029180	ED449892
PS029181	ED449893
PS029182	ED449894
PS029188	ED449895
PS029189	ED449896
PS029190	ED449897

PS029192	ED449898
PS029193	ED449899
PS029194	ED449900//
PS029195	ED449901//
PS029196	ED449902//
PS029197	ED449903//
PS029198	ED449904
PS029199	ED449905//
PS029200	ED449906//
PS029202	ED449907
PS029204	ED449908
PS029206	ED449909
PS029207	ED449910
PS029208	ED449911
PS029209	ED449912
PS029210	ED449913
PS029213	ED449914
PS029215	ED449915
PS029216	ED449916
PS029218	ED449917//
PS029219	ED449918
PS029220	ED449919
PS029221	ED449920
PS029223	ED449921//
PS029230	ED449922

RC - Rural Education and Small Schools

RC022631	ED449923
RC022634	ED449924
RC022635	ED449925
RC022697	ED449926//
RC022717	ED449927
RC022744	ED449928
RC022745	ED449929
RC022746	ED449930
RC022747	ED449931
RC022748	ED449932
RC022757	ED449933
RC022758	ED449934
RC022759	ED449935
RC022760	ED449936
RC022792	ED449937//
RC022793	ED449938
RC022798	ED449939
RC022802	ED449940
RC022803	ED449941
RC022805	ED449942
RC022806	ED449943
RC022807	ED449944
RC022808	ED449945
RC022809	ED449946//
RC022810	ED449947
RC022811	ED449948
RC022812	ED449949
RC022813	ED449950
RC022814	ED449951
RC022815	ED449952
RC022816	ED449953
RC022817	ED449954
RC022818	ED449955
RC022824	ED449956
RC022825	ED449957
RC022830	ED449958

RC022831	ED449959

SE - Science, Mathematics, and Environmental Education

SE063286	ED449960
SE063752	ED449961
SE063944	ED449962
SE064143	ED449963
SE064170	ED449964
SE064171	ED449965
SE064178	ED449966
SE064213	ED449967
SE064308	ED449968
SE064339	ED449969//
SE064340	ED449970//
SE064341	ED449971//
SE064365	ED449972
SE064378	ED449973
SE064382	ED449974
SE064388	ED449975
SE064391	ED449976
SE064393	ED449977
SE064440	ED449978
SE064498	ED449979
SE064499	ED449980
SE064501	ED449981
SE064504	ED449982
SE064508	ED449983
SE064509	ED449984
SE064512	ED449985//
SE064550	ED449986//
SE064552	ED449987
SE064556	ED449988
SE064557	ED449989
SE064558	ED449990
SE064560	ED449991
SE064564	ED449992
SE064566	ED449993
SE064567	ED449994
SE064568	ED449995
SE064569	ED449996
SE064570	ED449997
SE064574	ED449998
SE064580	ED449999
SE064581	ED450000//

SO - Social Studies/Social Science Education

SO031295	ED450001
SO031296	ED450002
SO031297	ED450003
SO031298	ED450004
SO031350	ED450005//
SO031399	ED450006
SO031439	ED450007
SO031605	ED450008
SO031673	ED450009//
SO031740	ED450010
SO031985	ED450011//
SO032088	ED450012//
SO032125	ED450013
SO032177	ED450014//
SO032194	ED450015//
SO032236	ED450016

SO032383	ED450017
SO032384	ED450018
SO032385	ED450019
SO032386	ED450020
SO032387	ED450021
SO032425	ED450022
SO032435	ED450023
SO032510	ED450024
SO032511	ED450025
SO032512	ED450026
SO032513	ED450027
SO032514	ED450028
SO032517	ED450029
SO032518	ED450030
SO032519	ED450031
SO032520	ED450032
SO032524	ED450033
SO032525	ED450034
SO032526	ED450035
SO032528	ED450036
SO032529	ED450037
SO032531	ED450038
SO032532	ED450039
SO032533	ED450040
SO032541	ED450041
SO032543	ED450042
SO032549	ED450043
SO032550	ED450044
SO032552	ED450045
SO032556	ED450046
SO032559	ED450047
SO032560	ED450048
SO032561	ED450049
SO032562	ED450050
SO032565	ED450051
SO032566	ED450052
SO032570	ED450053
SO032571	ED450054
SO032572	ED450055
SO032573	ED450056
SO032575	ED450057
SO032577	ED450058
SO032578	ED450059
SO032579	ED450060
SO032580	ED450061
SO032588	ED450062
SO032590	ED450063
SO032591	ED450064
SO032592	ED450065
SO032593	ED450066
SO032597	ED450067
SO032601	ED450068
SO032642	ED450069

SP - Teaching and Teaching Education

SP039552	ED450070
SP039576	ED450071
SP039588	ED450072
SP039641	ED450073
SP039647	ED450074
SP039694	ED450075
SP039746	ED450076
SP039751	ED450077